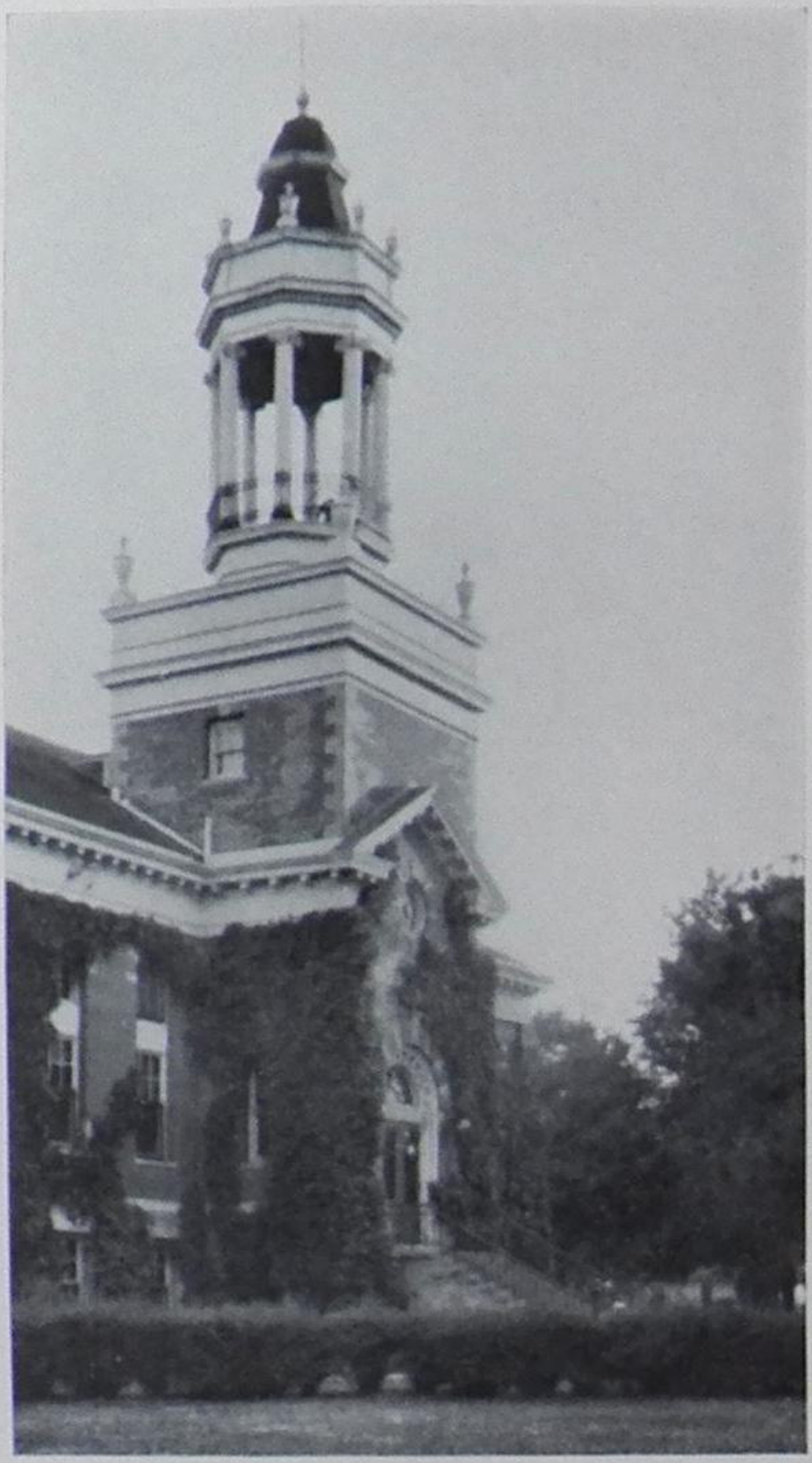
FRANCES SHIMER SCHOOL

1931·1932



METCALF TOWER

FRANCES SHIMER SCHOOL

[Founded May 11, 1853]

MOUNT CARROLL, ILLINOIS

A Junior College
and
Preparatory School
for
Young Women

1931-32

The School is a Member of the North Central Association of Colleges and Secondary Schools, and of the Association of Junior Colleges

THE

SEVENTY-NINTH

ANNUAL CATALOGUE

for 1930-31

and

Announcements

for 1931-32

Volume XXII - Number 4

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CALENDAR FOR 1931-32

Sept.	9	Wednesday	First Semester opens. Registration completed.
Sept.	10	Thursday	Classes begin 8:00 a. m.
Sept.	12	Saturday	School Reception.
Sept.	23	Wednesday	Last day for changes in registration
Nov.	26	Thursday	Thanksgiving Day.
Dec.	18	Friday	Christmas vacation begins 12:00 noon.
Jan.	6	Wednesday	Christmas vacation ends 8:00 a. m.
Jan.	28	Wednesday	Final examinations begin.
Jan.	31	Saturday	First semester closes 4:00 p. m.
Feb.	2	Tuesday	Second semester opens. Registration completed. Classes begin 8:00 a. m.
Feb.	16	Tuesday	Last day for changes in registration.
Feb.	22	Monday	Washington's Birthday.
Mar.	25	Friday	Spring vacation begins 12:00 noon.
April	6	Wednesday	Spring vacation ends 8:00 a. m.
May	11	Wednesday	Founders Day.
May	21	Saturday	Annual May Fete.
June	1	Wednesday	Final examinations begin.
June	4	Saturday	Class Day.
June	5	Sunday	Baccalaureate Service.
June	6	Monday	Reception and Exhibits. Alumnae Association Business Meeting.
June	7	Tuesday	Seventy-ninth Annual Commencement

BOARD OF TRUSTEES

Officers

J. Spencer Dickerson, Litt. D., University of Chicago, *President*
John M. Rinewalt, Mount Carroll, *Vice-President*
Floyd C. Wilcox, Mount Carroll, *Secretary*
Samuel James Campbell, Mount Carroll, *Treasurer*
Nathaniel Miles, Mount Carroll, *Assistant Treasurer*

Members

Term Expires June, 1931

Mrs. W. R. Hostetter, Mount Carroll
Samuel James Campbell, Mount Carroll
Jessie Miles Campbell, Mount Carroll
Hugo von Oven, Beloit, Wisconsin

Term Expires June, 1932

Nathaniel Miles, Mount Carroll
Mrs. Enos M. Barton, Hubbard Woods
J. H. Miles, Mount Carroll
J. Spencer Dickerson, The University of Chicago

President Robert Maynard Hutchins, The University of Chicago

Term Expires June, 1933

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John M. Rinewalt, Mount Carroll
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Norris L. Tibbetts, Chicago

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Norris L. Tibbetts, Chicago

OFFICERS OF INSTRUCTION

FLOYD CLEVELAND WILCOX, A. M., President.

A.B., Kalamazoo College, 1910; B.D., Union Theological Seminary, 1913; A.M., Teachers College, Columbia University, 1921; Graduate student, Stanford University, 1928-30; Cubberley Fellow in School Administration, Stanford University, 1929-30; Principal, Ningpo Academy, Ningpo, China, 1915-1926; Professor of Education, Shanghai College, Shanghai, China, 1926-28; Dean of the Faculty, Shanghai College, 1927-28; Frances Shimer School, 1930——.

WILLIAM PARKER MCKEE, A.M., B.D., President Emeritus, 1930——.

ANGELINE BETH HOSTETTER, PH.B., Latin.

Ph.B., University of Chicago, 1907; Graduate Student, *ibid.*, 1909-10; Instructor, Central College, Pella, Iowa, 1908-09; Instructor, Frances Shimer School, 1903-04, 1905-06, 1910-11; Study in Paris, Summer, 1911; Instructor in French, Annie Wright Seminary, Tacoma, Wash., 1911-14; Instructor in French and German, Christian College, Columbia, Mo., 1915-16; Graduate Student, University of Chicago, Summer, 1919, and 1929; Greek Division European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduité from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Frances Shimer School, 1916-17, 1918-25, 1926——.

MARGARET BAXTER, ED.M., Counselor, Director of Studies.

A.B., Connecticut College, 1922; Ed.M., Harvard School of Education, 1930; Graduate Secretary, Connecticut College, 1922-23; Endowment Secretary and Assistant in Personnel Department, 1923-24; Executive Secretary, Personnel Bureau, Connecticut College, 1924-25; Harvard Graduate School of Education, 1925-26; Psychologist, George School, 1926-31; Frances Shimer School, 1931——.

GRACE MARIE BAWDEN, Instructor in Art.

Student in Music, Mount Carroll Seminary, 1891-92; Graduate in Art, Mount Carroll Seminary, 1894; Postgraduate work in Art Institute of Chicago, 1901, 1902, and 1904; Instructor in private classes in Art, 1894-98; Art Institute, Summers of 1918, 1923, 1925; Frances Shimer School, 1898——.

ELIZABETH SCHUSTER, Principal in Piano.

Piano, Harmony, and Composition, C. L. Capen; Organ, S. B. Whitney, Boston, 1893-96; Piano, private pupil of Barth; Organ, Grunicke, Berlin, 1896-97; Piano, Joseffy, New York, Summer, 1909; Private studio, Grand Rapids, Mich., 1899-1905; Meredith College, Raleigh, N. C., Professor of Piano, Instructor of Harmony and Analysis, 1906-09; Carleton College, Northfield, Minn., Director, School of Music, Professor of Piano, Organ, and Harmony, 1909-12; Shorter College, Rome, Ga., Head of Organ Department, Professor of Piano, Instructor in Harmony and Analysis, 1912-15; Frances Shimer School, 1915——.

MARY ORENDA POLLARD, A.M., English.

A.B., Middlebury College, 1896; A.M., *ibid.*, 1900; Instructor, High School, Middlebury, Vt., 1897-1901; High School, Sherburn, Minn., 1902-04; Township High School, Evanston, Ill., 1905-10; Head Resident, Pi Beta Phi Settlement School, Gatlinburg, Tenn., 1913-16; Graduate Student, University of Nevada, 1901; Graduate Student, University of Chicago, Summers of 1904, 1908, 1909, 1925, 1926; Frances Shimer School, 1916-20, 1921——.

MABEL LOUISE PETERS, M.S., Biological Science.

Principal of High School, Petersburg, Mich., 1915-18; A.B., Michigan State Normal College, 1921; Assistant in Department of Botany, University of Michigan, 1921-22; M.S., University of Michigan, 1922; Frances Shimer School, 1922——.

MINNIE STOWELL WALLACE, B.MUS., Instructor in Voice, History of Music and Public School Music.

B.Mus., Oberlin Conservatory of Music, 1911; Voice with Thomas N. MacBurney, Chicago, 1913-14, 1919-20, Summers of 1914, 1915, 1918, 1922, 1923; Director of Music, Union Christian College, Merom, Indiana, 1911-13; Private pupils, Chicago, 1914-18; Voice and Piano, Adrian College Conservatory, Adrian, Michigan, 1920-22; Frances Shimer School, 1923——.

ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; High-school instruction, University Place, Nebraska, 1921-23; Penn State Normal, Summer, 1921; Nebraska Wesleyan University, Summers of 1922, 1923, 1924; Graduate Student, University of Chicago, Summer, 1926; Frances Shimer School, 1924——.

FRANCES E. EMERSON, A.M., History.

A.B., University of Indiana, 1915; A.M., University of Chicago, 1922; High-school teaching, 1916-25; Frances Shimer School, 1925——.

EDNA THOREEN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Wisconsin, Summers of 1916, 1919, 1921; High-school teaching: Boone, Iowa, one year; Galesburg, nine and one-half years; Oak Park, one year; European Travel, Summer, 1924; Student at Cours d'été, Université de Lille, Bologne-sur-Mer, France, Summer, 1927; Frances Shimer School, 1925——.

REUBEN HARVEY SEITNER, A.B., B.D., Biblical History.

A.B., Franklin College, 1916; B.D., University of Chicago, 1920; Frances Shimer School, 1926——.

RUBY BAXTER, A.M., Mathematics.

A.B., Illinois Woman's College, 1919; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1923; Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1923-26; Frances Shimer School, 1927——.

ETHEL H. BAKER, A.M., Head of the Department of English.

A.B., Cornell University, 1910; Emerson College of Oratory, 1915-17; A.M., Teachers College, Columbia University, 1922; Graduate work in Boston University, Summers of 1925 and 1926; High-school teaching, 1911-14; Preceptress and Instructor in English, Westbrook Seminary, 1917-19; Instructor in English, Gardner School, 1919-22; Emma Willard School, 1922-26; Ogontz School, 1926-27; Grafton Hall, 1927-28; Frances Shimer School, 1928——.

LAURA M. FLYNN, M.S., Physical Science.

B.S., Iowa State College, 1923; M.S., Iowa State College, 1927; Graduate work in Physical Sciences and Home Economics, *ibid.*, 1927-28; Instructor in Chemistry, Waterloo High School, 1923-25; Assistant in Chemistry, Iowa State College, 1925-28; Frances Shimer School, 1928——.

MILDRED L. JAYNES, B.A., Physical Education.

A.B., Carleton College, 1924; Summer School, University of Minnesota, 1927; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-28; Frances Shimer School, 1928——.

HELEN LAWRENCE SCANLON, B.L.S., Librarian.

B.L.S., Syracuse University, 1929; Assistant in Syracuse University Library, 1927-29; Full-time assistant, Summer, 1928-29; Frances Shimer School, 1929——.

RUTH SKELLIE, A.B., Secretary to the President.

A.B., Rockford College, 1928; Graduate work, University of Chicago, 1929; Frances Shimer School, 1929——.

HELEN V. TERRY, A.M., Spanish, Assistant in French.

A.B., Ohio State University, 1919; A.M., *ibid.*, 1922; Summer course 1922, Centro de Estudior, Madrid University; Summer course, 1923, Leland Stanford University; Foreign Travel, 1920; Central America, 1922; Europe, 1925; Spain and France (6 mos.); Instructor in Spanish, Ohio State University, 1920-25; University of Montana, 1925-28; University of Washington, one semester 1929; Frances Shimer School, 1930——.

MARGARET I. CONWAY, A.M., Economics, Sociology, Stenography.

A.B., University of Wisconsin, 1922; Collegiate Business Institute, 1923-24; M.A., University of Minnesota, 1930; Frances Shimer School, 1930——.

ESTELLE COZINE, B.MUS., A.M., Speech, Dramatic Art.

B. Mus., Albion College, 1919; A.B., Albion College, 1920; M.A., University of Michigan, 1922; Albion, Michigan, high school, 1921; Tarkio College, Missouri, 1925-25; Professional Theatre, Provincetown Theater, Neighborhood Playhouse, Theatre Guild, New York City, 1925; Bradley Polytechnic Institute, 1925-28; Yale University, School of Drama, 1928-30; Frances Shimer School, 1930——.

DOROTHEA NEVIUS, A.M., Latin.

A.B., Northwestern University, 1924; A.M., Northwestern University, 1925; Instructor in Latin, Northwestern University, 1925-29; Frances Shimer School, 1930——.

OFFICERS OF ADMINISTRATION

FLOYD CLEVELAND WILCOX, *President*
A. BETH HOSTETTER, *Dean of Women*
MARGARET E. BAXTER, *Counselor, Director of Studies*
HELEN L. SCANLON, *Librarian*
MRS. MYRTLE O. BOATMAN, A.M., *Accountant*
MRS. NELLIE SWEATT, R.N., *Resident Nurse*
MABEL HALL DARROW, *Housekeeper*
RUTH SKELLIE, *Secretary to the President*
MABEL LOUISE PETERS, *Head of College Hall*
ELLA FORTNA, *Head of West Hall*
EDNA THOREEN, *Head of Hathaway Hall*
RUBY BAXTER, *Head of McKee Hall*
MRS. LAURA GRAY, *Postmistress*

HISTORY

The School is not an experiment: it is now educating the fourth generation of young women. It was opened on May 11, 1853, by two young women from New York State, Frances Ann Wood and Cinderella Gregory, the latter of whom withdrew from the work in 1870. For a period of forty-three years the institution was known as Mount Carroll Seminary and was administered by its founder, Mrs. Frances Wood Shimer. By her wish in 1896 it was transferred to a self-perpetuating Board of Trustees of fifteen members, representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. Since that date the institution has been known as "The Frances Shimer School."

The School is not maintained for profit. All its resources are held in trust and all earnings are used to maintain and improve its work.

The hundreds of graduates and pupils of Mount Carroll Seminary are included as graduates and pupils of the School, and this large constituency, with traditions of culture and Christian service of over seventy-five years, furnishes a constant source of support.

The School was one of the first to undertake junior college work. The initial junior college class was graduated in 1909 and for some years the enrolment in the college has over-shadowed that in the academy.

Convinced that another step in advance was necessary, the Board of Trustees in 1931 authorized a reorganization in the form of a four year junior college, beginning with the eleventh high school year and continuing through the sophomore college year. The plan was based on the conviction that a new alignment in the educational structure was necessary in order to complete with the greatest efficiency the training of the general education period. A new alignment between high school and college was sought that could be psychologically justified. The four year junior college is believed to be the institution where the problems relating to the coordination of high school and college can be taken up without prejudice and solved.

Since the retirement of the founder two incumbents have been appointed to the office of president. In 1897 Reverend William Parker McKee was called from the pastorate of the Olivet Baptist Church, Minneapolis, to be president. During his long administration all of the present very complete plant was built

and the equipment acquired. He retired as president emeritus in 1930 after an uninterrupted service of thirty-three years.

Floyd Cleveland Wilcox became president in 1930.

AIM

The purpose of the School is to train its students for life rather than for any particular college or vocation. It seeks to develop strong minds in strong bodies, to give a background of knowledge, to create tastes and standards of value, to instil principles of conduct that are worthy and Christian, and to inspire, through instruction and training, ideals that are democratic and altruistic, to the end that its students may realize their obligation to make some individual contribution to the common welfare. Through its environment and all its activities the purpose of the school is to stimulate an interest in the worth-while things of life—in health, in work, in play, in religion, and in the love of beauty in nature and in art.

Its concrete educational aim may be stated to be the integration of the mental, emotional, and physical life of its students. Intellectual alertness and physical vitality must be balanced by such emotional poise and stability as will provide a well rounded personality. Neither great minds alone nor strong bodies but vital, wholesome persons as well are clearly held as aims.

LOCATION

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred twenty-eight miles west of Chicago. It is accessible, also, by automobile over state highways Nos. 27 and 40, by which excellent connections are made with the Lincoln Highway and other great thoroughfares.

EQUIPMENT

Frances Shimer School has the advantage of seventy-eight years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The School plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

DEARBORN HALL
(1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL
(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, and a common social room furnished by the Mount Carroll Seminary and Frances Shimer School Association of Chicago.

WEST HALL
(1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor. Bathrooms are on all floors where pupils reside.

METCALF HALL
(1907)

Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, classrooms, and auditorium.

The auditorium is equipped with stage, curtain, and other facilities for school plays. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Dürer's "Saints Mark and Paul," and St. Peter's Church.

The building is named in honor of Mrs. Sarah Metcalf, a lifelong friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The school is indebted to the late Andrew Carnegie for a gift of $10,000 toward the erection of this building.

COLLEGE HALL
(1909)

College Hall provides an attractive home for college students, and social rooms for the use of the entire School. The first floor contains a drawing room 40x32 feet, a broad, spacious reception hall, a parlor, a dining-room, and a service kitchen.

POWER PLANT AND LAUNDRY
(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horse power. These boilers are served by Jones' underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The School laundry, which is also in the building, is equipped with modern laundry machinery.

THE SCHOOL INFIRMARY
(1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A registered, trained nurse is in constant residence.

SCIENCE HALL
(1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry, and Biological laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

WILLIAM PARKER McKEE HALL
(1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room, serving-room, and kitchen. The other floors have a parlor for the use of students, a suite of rooms for the Dean of Women, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for College girls, and a dining-room for the entire School. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as Head of the School. A portrait of the President by Ralph Clarkson, contributed by trustees and former students, hangs in the dining-room.

CAMPBELL MEMORIAL LIBRARY

Campbell Memorial Library was erected during the year 1925 by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The School is also indebted to the late Senator William McKinley for a gift of $5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the School. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete, and steel.

The School had the benefit of much expert advice in planning the arrangement and equipment of the building, designed by the late C. A. Eckstrom, Chicago, and every care was taken to make it adequate for the purpose. It is finished in red oak, with rubber tile floors insuring the desired quiet. The equipment was furnished by the Library Bureau. The basement contains shelves for storage. The reading-room occupies the entire first floor. The present library of more than 7,000 volumes, besides many bound maga-

zines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also supplied with many leading magazines and periodicals. The southwest corner of the rooms is reserved for the Hazzen Memorial Collection. This gift of over 1,000 volumes was made by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the library is occupied by the Dickerson Art Gallery.

WINONA BRANCH SAWYER HOUSE
(1926)

Winona Branch Sawyer House, a commodious home for the president of the School, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

GYMNASIUM AND SWIMMING POOL
(1929)

The School has improved its already splendid equipment by the addition of a modern gymnasium and swimming pool, for which ground was broken August 28, 1928. The building contains on the first floor a tile-lined swimming pool, 60x25 feet, showers, dressing rooms, drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87x52 feet, will give ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics.

The plans are the work of H. A. Anderson and Company of Chicago, successors to the late C. A. Eckstorm, whose firm designed the other buildings on the campus except Dearborn and Hathaway.



COLLEGE AND HATHAWAY HALLS

GENERAL INFORMATION

RELIGIOUS LIFE

As in other aspects of student life, the aim is to provide the atmosphere of a home in which religion will exercise its true function and afford opportunity for the expression of altruistic motives. The close relationship of student and teacher provides a desirable oversight of conduct and permits frequent conference regarding behavior difficulties.

Courses in Biblical history and teachings are provided in the curriculum. Attendance at some service of worship on Sunday in Mount Carroll is required. Sunday School classes, organized especially for Frances Shimer students, are maintained in the churches. The Y. W. C. A. affords opportunity for the expression of religious idealism and serves as a cohesive force among girls of different classes and ages.

The rector of Grace Church, Freeport, assists in the fostering of the religious life of the students by conducting a monthly conference and service of worship according to the rites of the Episcopal church.

HEALTH

Conditions at the School have been designed to safeguard the health of students. Only students in good health are received; young women who need the constant care of a physician are not desired. A physician's certificate of general good health is required of all applicants for admission. All students have physical examinations on entrance; records of weight, posture, etc., are kept; and the work in Physical Education is planned for each one on the basis of these records. All cases of illness are cared for in the Infirmary. The resident nurse cares for minor ailments, and in addition carries on an educational program in the maintenance of good health. In cases of serious illness the student employs a special nurse and a physician.

The food furnished by the School is wholesome and abundant. Parents and friends will assist in preserving the good health of the pupils if they will not send food or confectionery.

SOCIAL LIFE

The educational process recognized by the school is organized on the idea that the whole life of the student is a unit. Under these

circumstances the extra-curricular activities become second only in importance to the program of the curriculum. Social education is part of college training. The activities of the various student organizations not only supply adequate diversion, but give valuable training in social co-operation and in worthy use of leisure. The social atmosphere of the School is wholesomely democratic. Every girl is expected to use and develop for the general benefit whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the School ideal as are scholastic attainments. With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fêtes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. Occasionally they write their own plays. A Brunswick Panatrope with many valuable records aids in the cultivation of an appreciation of the best in music. The radio and a motion-picture machine are used for entertainment and instruction.

The location of the School is exceptionally favorable for the cultivation of interest in out-of-door life and sports. Golf, tennis, hockey, basket-ball, captain-ball, skiing, coasting, cross-country walks, and picnicking are a part of the daily life, contributing to appetite and sound sleep, and laying the foundations for physical health and mental poise.

GUIDANCE

While guidance is often provided because of the excessive size of the group it is provided in Frances Shimer School because the group is small. Every student has the right to succeed. If conditions interfering with success can be corrected by skilled attention and devotion it is the full duty of the institution to provide such means.

A full-time counselor and director of studies is always present to insure success by the removal of whatever obstruction is the cause of the difficulty. Success cannot always be assured but where wrong methods of study, wrong ways of getting along with people, wrong attitudes and wrong ideals interfere with a student's best achievement much can be done by patient persistence and by the loyal co-operation of the student and her parents.

THE DICKERSON ART GALLERY

With the unveiling by Mr. Lorado Taft of the cast of his statue of "Lincoln, the Young Lawyer," in Metcalf Hall on Thursday evening, December 16, 1927, the initial steps were taken in creating an art collection which has long been desired as an aid in realizing the ideals of the School. The functions of the Gallery will be two-fold: it will be planned and maintained as a means of creating, stimulating, and training a love of the beautiful in life and nature, and of facilitating the study of art and a knowledge of its history and methods.

In developing the collection the policy will be to select works of art which possess charm, beauty, and human interest. It will include oils and watercolors, sculptures (both in bronze and in plaster), etchings, ceramics, textiles, and other examples of art that have determined aesthetic character.

In addition to the permanent collection, which is installed on the second floor of Campbell Library, there will be on exhibition from time to time loan collections, to the end that interest in the beautiful may be aroused, and tastes so cultivated and refined that they will carry over and enrich all of life.

Recent additions secured by purchase and gift include canvases by the distinguished American landscape-painter, William Wendt; the noted portrait-painter, Ralph Clarkson; Rudolph Ingerle; the late Walter Sargent; Edgar Forkner; and E. Martin Hennings; a group of choice etchings representing the old and modern type of that art; and a cast of "Her Son" presented to the school by Miss Nellie Walker, the sculptor.

A wood block print, "Autumn Foliage" by T. W. Nason and a water color by Albert Worcester, "The Yellow House, Douarnenez," have recently been added to the collection; also a rare old Persian wall hanging, the gift of Dr. J. S. Dickerson. There has been during the year an exhibit of students' work from the Carnegie School of Technology, Pittsburgh, and an exhibit of twenty-two water colors by Albert Worcester and others. A circulating membership in the Chicago Galleries Association, a gift of Dr. Dickerson, brings to the Gallery each month a canvas of merit by some contemporary painter. Membership in the American Federation of Arts keeps the Gallery in close touch with the work of similar galleries throughout the country.

The growth and usefulness of the art collection depend upon

the interest and co-operation of students and friends. By the help of gifts of money and of works of high artistic merit the collection may become of increasing service to students, and an example to similar institutions of learning.

CULTURAL RESOURCES

A definite program of recitals, lectures, and conferences is maintained throughout the year. Artists, lecturers, and men and women successful in various professions visit the campus frequently during the year. Formal presentations on the platform of Metcalf Hall or on the stage of the gymnasium and informal round table discussions in the Lounge of West Hall bring to the students the experience of men and women whose achievements have won wide recognition. A partial list of such events for the season of 1930-31 is given below.

Alberto Salvi, Harpist.
Professor Bertrand Griffith Nelson, The University of Chicago, Reading, *The Servant in the House.*
Miss Evelyn Wood, Executive Secretary of the Central Council for Nursing Education of Chicago, *The Profession of Nursing.*
Dr. M. A. Southwick, Pathology Department of the University of Chicago, *Women in Medicine.*
L'Opera Comique, *Tales of Hoffmann.*
Reverend Ernest Victor Kennan, Grace Episcopal Church, Freeport, Illinois, Vesper service.
Mrs. Marjorie Thompson Bragg, '23, Abraham Lincoln Social Center of Chicago, *Methods of Social Work.*
Ralph Leopold, Pianist.
The Green Curtain Dramatic Club, *Alice in Wonderland.*
Reverend Raymond Bragg, Secretary Western District of Unitarian Churches, Vesper service.
Dr. Allyn K. Foster, *Problems of Young People.*
Dr. Arthur E. Bestor, National Chautauqua Association, *Leisure, the Modern Problem.*
Miss Mary O. Pollard, *The Pi Beta Phi Settlement School,* Gatlinburg, Tennessee.
The Department of speech, *The Life of Christ, An Easter Pantomime.*
Concert, Kable Brothers 129th Infantry Band, Mount Morris, Illinois.
Miss Mary F. Lyon, The Chicago Commons, *Children and Labor.*
Mr. Frank Dudley, Artist, *Method of Landscape Painting.*
Dr. Shailer Mathews, the University of Chicago, *The Churches and World Peace.*
Mrs. Frances Ford, The Chicago Daily News, *Journalism and Women.*
Mrs. Duncan Mackay, Reading of Original Poetry.
Modern Poetry Recital.

STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This organization maintains a weekly prayer-meeting, encourages social life among the pupils, sends delegates to national students' gatherings, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest among the pupils and interest in philanthropic work in the world.

FRANCES SHIMER PUBLISHING ASSOCIATION

Frances Shimer Record is a student publication, issued four times a year. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced. The management is in the hands of students, faculty advisors being appointed to counsel the officers in the task of editing and managing the publication.

ATHLETIC ASSOCIATION

The purpose is to arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department.

The point system offers four different awards: a small emblem, a large emblem, High Honors, and Laurel Links.

The Athletic Association sponsors the College-Academy hockey game on Thanksgiving Day; the hockey spread; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May fête; golf and tennis tournaments, and swimming meets.

COLLEGE GLEE CLUB

Open to college students interested in singing. It is the purpose of this Club and the Chorus to extend acquaintance with and to create appreciation for good music, and to furnish opportunity for musical expression. The club appears on various School programs during the year and presents a joint recital with the chorus.

CHORUS

This organization is open to all students interested in singing. An annual concert ends the season.

ART CLUB

The Art Club is organized to co-operate with the Commission of the Dickerson Art Gallery in the procuring and arranging of exhibits and in stimulating among students interest in the aims and activities of the Gallery. In the monthly meetings of the Club attention is directed by programs and informal talks to contemporary art.

DRAMATIC CLUB

The Green Curtain Dramatic Club is an organization open to all students. Try-outs are held early in the fall under the supervision of the dramatic director. The Club gives two major productions during the year. Its members appear in the casts for the Christmas and Easter festivals as well. There is a general monthly business meeting followed by a program. The Club in association with the classes in Art History sponsors a special trip to Chicago to visit the theatres and art centres. The Club seeks to promote appreciation of the best in drama, and to offer an outlet for expression in the creative arts of the theatre.

FICTION CLUB

Modern fiction is merely one of the many interests of young moderns in contemporary life. The Fiction Club has as its purpose the development of discrimination in and understanding of the best fiction of the day.

The members of the club are assigned or volunteer to take charge of the meetings which consist of the review of two or three books recently published. Each member supplements her own understanding and view of the book as a story and piece of literature with the reviews and reports which she has gleaned from modern periodicals and papers on that book.

GIRL SCOUTS

The Girl Scouts is an organization for girls similar to the better known Boy Scouts for boys. It is a leisure-time club which gives the girls a wide range of active good times.

On the campus is Pine Tree Patrol of Troop 1 composed of the younger girls of the Preparatory School.

INTERNATIONAL RELATIONS CLUB

The club seeks to gain appreciative understanding of the grounds of difference between the customs, opinions, achievements, and aspirations of foreign peoples and Americans. Russia and India were the objects of study during the season of 1930-31.

LATIN CLUB

The Latin Club is organized under the name *Fori Sociae Sorores*. Membership is coveted among the members of the Latin Classes and is dependent upon scholastic standing. The function of the club is both social and educational. The members meet once a month.

The program for the year 1930-31 included an open and informal costume party; a birthday party for Vergil; formal initiation of new members; one program presented by the members of each Latin Class dealing with Roman men, customs, literature; and a Roman Banquet, at which the toga-clad guests reclined in true Roman fashion and dined on Roman dishes.

Through the Latin Club the *Eta Sigma Phi* medal for excellency in Latin is presented to eligible candidates.

DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shimer School.

OUTDOOR CLUB

The Outdoor Club is for those girls who like to hike in all kinds of weather. In the different seasons the Club also enjoys skiing, tobogganing, steak-roasts, and other out-of-door activities.

THE POETRY CLUB

The Poetry Club is open to a limited number to those who enjoy reading poetry, and wish to enlarge their acquaintance with authors not taken up extensively in the regular class work. Among those considered the past year were Kipling, Benet, the Irish Movement poets, Masefield, Frost, and Robinson.

STITCH AND CHATTER CLUB

This Club is a rather informal one, its purpose being to encourage girls to make use of their leisure time profitably. As it meets in the Lounge, there is ample room for various activities. Some occupy themselves with mending or other needle work, while others read, write letters or play bridge. The fire in the grate adds much to the enjoyment of those who meet there from time to time.

A group of three or four girls is appointed to plan, serve, and finance the lunch for each meeting.

TRAVEL CLUB

The aim of the Travel Club is to stimulate an interest in travel. Through the personal accounts of experienced travelers and the reading of available travel literature it is believed that the members of the Club will gain an appreciation of the cultural attainments of foreign peoples, together with a conception of the scenic beauties of their homelands.

THE JUNIOR COLLEGE

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the junior college, is today doing an increasing proportion of the work of the college Freshman and Sophomore years. It is a significant fact that of the more than four hundred junior colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College organized its first junior college class in 1908 and since 1910 has graduated successive classes.

For students who wish to continue their education beyond the high school but do not desire the more extended type offered by the university, the junior college, furnishing a practical and thorough training, serves as a completion school.

The tremendous growth of the large universities, resulting at times in overcrowding, frequently renders it advantageous to the student to do the work of the Freshman and Sophomore years in a smaller institution.

The private junior college combines a safe, comfortable, attractive home life and close association of students and faculty with the high quality and standards of instruction given in the large institutions.

The years of the junior college serve as a transition from home into the larger and more complex life of the university. During this period students under guidance grow in knowledge, self-reliance, and in soundness of judgment, and are thus prepared to meet the exacting work and the deeper problems presented by the larger world of the great universities.

ORGANIZATION

The plan of organization is based upon the thesis that the needs of the students should govern the structure of the program under which they do their work. The physical, mental, and emotional characteristics of students included in the eleventh and twelfth high school years and in the Freshman and Sophomore college years are so similar that for purposes of efficient organization and administration these four years are integrated into one

group, the first year being designated Freshman, the second, Sophomore, etc. Administratively the integration is now complete and parallel changes in the curriculum are being made as rapidly as the requirements of universities and the standardizing agencies will permit. This group, comprising the last two high school years and the first two college years, is administered as one group both in respect to classroom organization and procedure and to extra-classroom life and activities.

Since the middle point of the four year program is identical with high school graduation particular care is taken to satisfy standard entrance requirements of four year colleges and universities.

The organization of the college reveals the very liberal conception of education. It is held to be something more than the entrance requirements of universities seem to imply. Consequently, the rich life-bearing fields of the fine arts are placed on a level equal to that of the subjects more readily accepted by the universities. Very generous minima of time spent in study in these fields are allowed for graduation and no restrictions in the nature of special fees are placed around them. All work in speech and the expressional aspects of language are likewise without restriction open to all qualified students.

The ninth and tenth high school years are organized into the Preparatory School, a description of which is to be found in another section of this catalogue, (see page 68). Chief attention is given to the fundamental studies in order that when opportunity in the junior college provides participation in broader fields of study and activity full advantage may be taken of it. Additional work in music, art, and speech may be taken during this period providing the quality of the scholastic work warrants. A system of special fees governs admission to these studies.

ADMISSION

Application for admission is made on a special application form which will be furnished upon request. When accompanied by a registration fee of ten dollars for reservation of a room the application is officially recorded. This amount is later credited to the semester fee.

Entrance examinations are not required although certain

psychological tests are given at a time near the beginning of the academic year.

Students will be admitted to full junior college standing (eleventh high school year) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of fifteen units from a four year high school or eleven units from a senior high school accredited by the above mentioned accrediting agencies. A unit in any subject represents five periods a week for the school year. Classification will be accorded when the certified list of credits is presented. A candidate for admission must also furnish evidence of good moral character and honorable dismissal from the school last attended.

MARKING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior
B—Above average
C—Average
D—Below average
E—Failure

The average or C group constitutes from 40 to 60 percent of the students in each class according to the judgment of the instructor who is governed in the distribution of grades in classes enrolling ten or more students by certain elastic maximum and minimum percentage limits agreed upon by the faculty. The letter D represents the passing grade.

Supplementing the marking system is the grade point system which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

A grade of A earns 3 grade points for each semester hour of credit.
A grade of B earns 2 grade points for each semester hour of credit.
A grade of C earns 1 grade point for each semester hour of credit.
A grade of D earns 0 grade points for each semester hour of credit.

Students in the lower division normally carry seventeen hours of work each semester and in the upper division fifteen hours.

Reports are sent to parents at the end of the first six weeks and at the close of the semester. Reports of students registered in the Preparatory School are sent to parents also at the end of the second six weeks' period. Additional reports will be sent upon request to parents at any time.

REQUIREMENTS FOR GRADUATION

The diploma of the Junior College will be granted upon the completion of one hundred twenty eight (128) semester hours' credit in the four years' course or of 60 hours in the upper division. Sixty-eight semester hours, or enough to complete 15 high school units, must be completed in the lower division if a certificate of graduation from high school is desired.

A minimum residence of one year is required for the diploma of the Junior College and for the high school graduation certificate. Six semester hours of English in the upper two years are required of all candidates for the Junior College Diploma; the remaining fifty-two hours of the upper division may be selected to meet the requirements of the institution to which the student expects to transfer upon the completion of her course, or in work adapted to make the Junior College a completion school. Physical Education (four thirty-minute periods a week) is prescribed for all students.

For the diploma of the Junior College a number of grade points equal to the number of semester hours of credit must be secured. This signifies an average grade of C. For recommendation to college or university the same degree of proficiency must be achieved. Preferred recommendation, however, is given to students who rank in the upper two-fifths of their class. Credits of students whose average grade is below C will be transferred upon request to another institution but without recommendation.

SCHOLARSHIPS AND AWARDS

Self-aid Scholarships

A limited number of opportunities for self-help are available to deserving students whose scholarship record warrants expenditure of time in such work. No assignment is made which interferes in any manner with the requirements of study. Remuneration varies with the type of work and degree of responsibility required. Applications should be made to the Dean of Women.

Scholarships for Daughters of Ministers

Scholarships having a value of one hundred dollars per year are granted to daughters of ministers in active service. Such students are required to maintain an average high C standing.

Scholarships for Students of Superior Ability

Scholarships amounting to one hundred and fifty dollars per year are granted to graduates of certain high schools who maintain a high average throughout the high school course. Such a student must be in the best fifth of her class and possess character traits of unusual merit. Principals and teachers desiring to recommend such students should apply to the President.

The President's Prize

A prize of fifteen dollars is given to the student in the upper division who in the judgment of the instructors of English shows greatest merit in creative writing.

The Ileen Bullis Campbell Prize

The Ileen Bullis Campbell Prize in History is an annual award of twenty-five dollars for excellence in the field of History.

The Elizabeth Percy Konrad Trophy

The Elizabeth Percy Konrad Trophy for excellence in English was presented in 1926. The name of the student in the graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Evelyn Eastman, college '31, was chosen for this honor in 1929-30.

The Golf Trophy

A golf trophy, a silver cup, bears the name of the winner of the annual tournament. Mary Dresser, College '31, was the winner in 1929-30.

The Tennis Trophy

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament. Elizabeth Alexander, Academy '30 was the winner in 1929-30.

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures"

in honor of Mrs. Rosenberger's mother by giving certain securities to the School. The lecture for 1930-31 was given by Dr. Arthur E. Bestor, New York City.

EXPENSES FOR THE COLLEGE YEAR

Beginning with 1931-32 the policy of charging a single inclusive fee covering the total expense for the year will be inaugurated. There are no special fees of any kind for regularly elected courses described in the catalogue or for many other services provided by the school. All fields of study and all instructional facilities, therefore, are open to all students without special charge irrespective of the kind of study undertaken.

Tuition and living for the scholastic year $725.

This single fee includes the charge for board, room, laundry and all academic instruction as formerly and in addition includes all special fees previously charged, such as class work in music, public school music, harmony and analysis, voice, art, speech, use of practise rooms, library, swimming and swimming instruction, gymnasium instruction, the secretarial course, laboratory courses in physics, chemistry, biology, physiology, foods, clothing, and all courses in home economics, graduation, and special lectures and entertainments provided by the school. No charge is made, as formerly, for extra studies taken in addition to the prescribed number. Certain courses in home economics and art where materials are consumed according to the taste and desires of the individual and become the property of the student involve a charge for the actual materials consumed.

A registration fee of ten dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded providing notification reaches the School before August 1 and January 1 of the first and second semesters respectively.

Students living in the vicinity of Mount Carroll who do not wish to become residents of the School will pay a fee of $200 for the scholastic year. This includes all special fees of whatever nature.

Rooms are generally planned to accommodate two students.

When a room is occupied by only one student a charge of thirty dollars per semester is made.

TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character are settled in full.

HOUSE STUDENTS

Due on or before September 10, 1931
For the first semester.....$450.00
The $10 registration fee will be credited on this payment
Due January 1, 1932, and payable not later than February 1.....$275.00

DAY STUDENTS

Due on or before September 10, 1931
For the first semester.....$100.00
Due January 1, 1932, and payable not later than February 1
For the second semester.....$100.00

MISCELLANEOUS EXPENSES

The amalgamation of all fees into a single comprehensive fee was made for the purpose of informing all parents regarding their maximum liability to the School. Certain miscellaneous expenditures for the purchase of books and supplies are necessary. It is the desire of the School that these be kept at a minimum and the co-operation of parents is sought in limiting the monthly allowance for the sake of a wise economy.

The College Book Store stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account, an itemized copy of which is sent periodically to parents and is due upon presentation. The Store has for sale a very well arranged student's account book with perforated monthly expense summaries which may be detached and sent to parents. The School recommends that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

A student bank is maintained in the Office of the Accountant. A representative of the First Carroll County State Bank calls at a stated hour three times per week at which times deposits and withdrawals may be made. Checking accounts in this bank are not permitted.

WITHDRAWAL

Since all instructors are necessarily engaged for the year upon the basis of estimated needs, no part of the fee can be refunded due to withdrawal from school. Similarly, when a room is vacated by a student the School is prohibited from assigning another student to that room since registration of students has already ceased. All services and facilities of the School are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practise of the School, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. The cost of food, service excluded, up to the ime of withdrawal forms the basis of any refund made. Such refund, however, will not be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw at the request of the School.

CHANGING AND DROPPING COURSES

Permission to change courses will be granted during the first two weeks of each semester. Application should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.

COURSES OF INSTRUCTION

For convenience the courses are divided into two groups, lower division and upper division, the lower division comprising the first two years and the upper division the second two years.

The courses of instruction are classified into six groups, i.e., biological science, fine arts, home economics, language and literature, physical science, secretarial studies, and social science. These are arranged alphabetically in the order listed above.

The scheme is as follows:

a. Biological Science—Physiology, biology, botany, evolution, heredity, physical education.
b. Fine Arts—Music, art, speech, dramatics, play production.
c. Home Economics—Clothing, foods, design, home planning and furnishing, home management.
d. Language and Literature—English, Latin, French, Spanish.
e. Physical Science and Mathematics—Physics, chemistry, geology, astronomy, algebra, geometry, trigonometry, calculus.
f. Secretarial Studies—Typewriting, stenography.
g. Social Science—History, civics, sociology, economics, geography, psychology, education.

The numbering of courses indicates the year in which they normally are given. For example, English 11 is given in the first semester of the first year of the Junior College (11th grade). English 12 is given in the second semester of the same year. The number 21 indicates a course given in the second year, etc. An odd number indicates the first semester, while an even number indicates the second semester. Courses are required to be taken in the year specified unless otherwise indicated. Registration in certain courses may be secured by qualified students who secure the consent of the instructor.

DEFINITION OF TERMS

A semester hour is a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks. Two hours of laboratory work in general are counted as equivalent to one class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty-five minutes in length. A five-minute interval is allowed for passing from one class to another.

BIOLOGICAL SCIENCES

11-12—Elementary Biology. Emphasizes the fact that biology is a unit science based on the fundamental idea of development, rather than a combination of portions of botany, zoology, and hygiene. Open only to lower division students.

Three class periods and two two-hour laboratory periods per week, both semesters. *Four credits each semester.*

31-32—General Biology. An introduction through plants and animals to fundamental biological facts. The course deals with the underlying principles of life. Physiological processes, evolution, ecology, and economic importance are some of the topics considered. Recommended to all juniors. Prerequisite for Physiology 211. Continues throughout the year.

Two class meetings and two two-hour laboratory periods per week, both semesters. *Four credits each semester.*

41—Physiology. An elementary study of the physical basis of life. Includes a study of the circulatory, respiratory, digestive, and nervous systems, as well as a study of the special sense organs. Especially valuable for science, pre-medical, or pre-nursing students. High School physiology desirable. Biology 31-32 a prerequisite. Open to seniors only.

Two class meetings and two two-hour laboratory periods per week, first semester. *Four credits.*

42—Botany. A study in identification and classification of flowering plants, especially those native to the vicinity of northwestern Illinois. Stress is laid on family characteristics and on families of economic importance. This course is helpful to those who desire to know the plants of their environment and to students who wish to take further work in botany. Frequent field trips. Biology 11-12, or equivalent, a prerequisite.

Two class meetings and two two-hour laboratory periods per week, second semester. *Four credits.*

43—Evolution. Deals with evidence for evolution drawn from classification, structure, development, paleontology, distribution, variation, and experiment. Involves study of the inheritance of acquired characters, natural selection, and the influence of environment. Open to seniors and to others by approval of the instructor.

Two hours per week, first semester. *Two credits.*

44—Heredity. Treats of the elementary facts of reproduction and development, the mechanism through which heredity is manifested, the results of hybridization, including Mendel's Law, and the determination of sex, heredity in man, racial qualities, etc. Open to seniors and to others by approval of the instructor.

Two hours per week, second semester. *Two credits.*

PHYSICAL EDUCATION

The aim of Physical Education is to aid in establishing sound health habits, including daily exercise, and to develop a spirit of good sportsmanship, high ideals of team co-operation, and a desire for continued physical activity.

At the beginning of each year each student is given a physical examination to determine general health condition, physical efficiency, and individual needs. Upon the basis of this examination, complete records of which are kept, each student is assigned to a particular phase of the program of activities. Examinations are repeated in whole or in part as often as desired. Weight and development records are secured with sufficient frequency to insure adequate oversight of all students.

Each student is required to have a gymnasium costume consisting of two romper suits, white socks, and shoes. Dancing sandals and swimming suit are also required for those who participate in these activities. Since the regulation with reference to the costume requirements will be strictly enforced, it is necessary to purchase the uniform through the Book Store after arrival.

In the fall and spring the classes engage in outdoor activities, such as tennis, golf, field hockey, baseball. The annual May Fete is an event requiring many varieties of athletic ability. Winter work includes basket ball, volley ball, outdoor work, and dancing. Swimming is offered throughout the year.

Requirements for Graduation

A minimum of four periods per week or equivalent is required of all students. Credits for Physical Education may not be included in the 15 units required for a high school diploma nor in the total of 60 credits required in the upper division. It is nevertheless one of the requirements for graduation, and no student may be excused except on the written statement of a qualified physician. Under such conditions a modified program of exercise is prescribed. An average grade of C in physical education is required for each year in residence.

COURSES

11-12—PHYSICAL EDUCATION. Required of all freshmen.
Four periods per week, both semesters. One-half credit each semester.

21-22—PHYSICAL EDUCATION. Required of all sophomores.
Four periods per week, both semesters. One-half credit each semester.

31-32—PHYSICAL EDUCATION. Required of all juniors.
Four periods per week, both semesters. One-half credit each semester.

41-42—PHYSICAL EDUCATION. Required of all seniors.
Four periods per week, both semesters. One-half credit each semester.

HOME ECONOMICS

The courses offered in this department are planned for three classes of students, those who expect to specialize later in Home Economics, those who expect to teach, and those who desire some fundamental knowledge of household problems.

Students who register for courses in Home Economics should elect courses in art which correlate closely. Elections should be made in consultation with the instructor.

Candidates for a teaching certificate should plan to register in courses that will satisfy state requirements. The requirements in full are stated on page 64. Essential courses are as follows.

Education	41	Introduction to Teaching.
Education	42	Practise in Teaching.
Psychology	41	Elementary Psychology.

Recommended elective courses in addition to those named below are Art 37-38; Organic Chemistry 41; Botany 42; English, see page 54.

SUGGESTED COURSE IN HOME ECONOMICS

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	*Credits*	*Courses*	*Credits*
Design 33	4	Applied Design 34, or Home Planning and Furnishing 38	4
Chemistry 31	4	Chemistry 32	4
Biology 31	4	Biology 32	4
English, see page 54	3	English, see page 54	3

SENIOR YEAR

First Semester		Second Semester	
Courses	*Credits*	*Courses*	*Credits*
Garment Construction 31	4	Garment Construction 32	4
Foods 35	4	Foundation of Nutrition and Meal Planning 36	4
Psychology 41	3	Education 41	3
Physiology 41	4	Home Management 42	3

11—Cooking. Study of the classes of foods and their relation to health; preparation of food; meal planning and serving; experimental problems illustrating the underlying principles of cookery.

Two class periods and three two-hour laboratory periods per week, first semester. *Four credits.*

12—Sewing. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary study of textile fibers and fabrics with relation to wearing quality.

Two class periods and three two-hour laboratory periods per week, second semester. *Four credits.*

31—~~Garment Construction~~ Clothing. Construction of garments; study of textiles as to fiber, weave, tests; textile economics; hygiene of clothing; choice and care of clothing; budget study. Prerequisite or concurrent, design. — color

~~Two~~ One class meetings and three two-hour laboratory periods per week, first semester. ~~Four~~ credits. Three

32—Advanced ~~Garment Construction~~ Clothing. Advanced textile study; application of principles of design to costume; study of historic costume in relation to modern dress. Prerequisite, Clothing 31 or High School sewing.

~~Two~~ One class meetings and three two-hour laboratory periods per week, second semester. ~~Four~~ credits. Three

33—Design. Study of the fundamental principles of design and their application to dress, architecture, and other forms of construction. A study of line and color ~~lettering~~. — perio

~~Two~~ One class periods and three two-hour laboratory periods per week, first semester. ~~Four~~ credits. Three

34—Applied Design. Applications of designs to materials, cloth, paper, leather. Problems in book binding, block printing, tied and dyed work, basketry and leather tooling. Prerequisite, Home Economics 31 or Fine Arts. Alternates with Home Economics 38. Not offered 1932-33

~~Four~~ two-hour laboratory periods per week, second semester. ~~Four~~ credits.

35—~~Food Buying and Preparation~~. Composition, selection, commercial processes; foods from the chemical and physical standpoint; ~~consumer's responsibility~~; pure food legislation; preparation of food, factors of cookery, analysis of recipes and standard products. Prerequisite or concurrent, Chemistry 31.

~~Two~~ class meetings and {*two three-hour laboratory periods per week, first semester.* or 3 two " *~~Four~~ credits.*

36—~~Foundations of Nutrition and Meal Planning~~. Foundations of normal human nutrition, nutritive values in relation to cost, cost of food in relation to family budget, food combinations, preparation and serving of meals. Prerequisite, Home Economics ~~31~~ and Chemistry 32 which may be taken concurrently.

~~Two~~ class meetings and two three-hour laboratory periods per week, second semester. or 3 two " ~~Four~~ credits.

38—Home Planning and Furnishing. A study of historic types of architecture and their influence upon present-day styles; house plans; relation of good design in the planning and furnishing of a home conveniently and artistically; study of plumbing, heating and lighting; period furniture and furnishings. Prerequisite, Home Economics 33. Alternates with Home Economics 34. ~~Not offered in 1931-32~~.

~~Two~~ class periods and three two-hour laboratory periods per week, second semester. ~~Four~~ credits.

42—Home Management. A study of household expenditures with approximate percentages at different income levels; investments and savings; clothing and food for the family; household equipment and its care; schedule of work; care of the house; home laundering.

Three hours per week, second semester. *Three credits.*

THE FINE ARTS

THE GRAPHIC ARTS

The courses in Graphic Arts are arranged to direct the student's thought in a logical sequence so that personal observation and feeling may be clearly and easily stated in various mediums of expression. By training the mind through the eye in direct vision and with a measure of continuous practice, a universal language of art is learned. Thus the student through the selective quality of the mind and the creative impulse can learn not only how to express better the beauties of nature and human activities, but also how more fully to understand and appreciate them.

Besides enriching human experience, the courses in Graphic Arts develop practical and useful skill in lettering, ability to execute ideas for various illustrations, skill in combining color pigments, as well as discriminating taste in the general application of aesthetic principles.

11-12—Graphic Arts. In the beginning course the purpose is to develop close observation and ease in handling materials through a study of casts, interesting arrangements of still life objects and pose sketching. Mediums are charcoal, pencil, colored crayons, pen and ink. There is practice in lettering to develop skill in drawing single stroke and more complex alphabets. Principles of perspective are applied to drawings. Instruction is given in the correct use of drafting instruments, with rules for dimensioning with applications to working drawings. All drawing and lettering is done during the regular studio time. History of Art lectures on Classic, Medieval and Renaissance Art are given one period each week; notebooks and outside readings are required.

One class meeting and four two-hour laboratory periods per week, both semesters. Five credits each semester.

18-19—Art Appreciation. This course is designed primarily for the student who is not taking other courses in art. It aims to develop taste and encourage observation by means of the study in historial sequence of outstanding achievements in architecture, sculpture, and painting. Informal lectures are supplemented by study of 200 University Prints. Outlines and papers are required. This course may not be included in the fifteen units necessary to

secure a high school certificate but may be counted toward the Junior College diploma. Open only to lower division students who do not take course 11-12 or 21-22. Not given in 1931-32.

One hour per week, both semesters *One credit each semester.*

21-22—Graphic Arts. The aim of this course is to train the student in the use of colors in still life and flower studies. Occasional sketches are made out-of-doors. Emphasis on creative expression during the second semester with application of design principles on special space-filling problems. Study of color theory with experimentation. All problems in color study and design are completed during the regular studio time. History of American Art lectures are given during one single period each week; notebooks and readings are required.

One class meeting and four two-hour laboratory periods per week, both semesters. *Five credits.*

28-29—Art Appreciation. The aim of this course is the same as that of course 18-19. The content differs only in the manner of presentation. In this course, subject, structure, rythm, and color are studied from masterpieces of architecture, sculpture, and painting. Attention of the student is constantly directed toward the observation of these qualities in her environment. This course may not be included in the fifteen units necessary to secure a high school certificate but may be counted toward the Junior College Diploma. Open only to lower division students who do not take course 11-12 or 21-22.

One hour per week, both semesters. *One credit each semester.*

31—Elementary Freehand Drawing. This is a basic course in the principles and practise of expression by freehand drawing. Emphasis is placed upon proportion, form, value, direction of line and perspective. Drawings are made from casts, still life objects, heads and torsos. The principal mediums are charcoal and pencil; occasionally sketches are made in colored pencils, crayon, pen and ink. The work which consists chiefly of studio drawing is supplemented with criticisms, suggestions, and drawing demonstrations by the instructor.

Three two-hour laboratory periods per week, first semester. *Two credits.*

32—Elementary Freehand Drawing. A more advanced ourse in drawing with specific regard for directness and facility.

Action is emphasized through an occasional study of the posed figure in life drawing.

Three two-hour laboratory periods per week, second semester.
Two credits.

33—LETTERING. A general course in lettering with study and practise in drawing single stroke, Roman, and other fundamental alphabets. Applications to posters, quotations, initial letters, and book covers. Notebooks and outside readings required.

One two-hour laboratory period per week, first semester.
One credit.

34—PRINCIPLES AND PRACTISE OF PERSPECTIVE. Simple problems on theory of perspective and perspective drawings are executed during class. Outside readings and notebooks are required.

One two-hour laboratory period per week, second semester.
One credit.

37-38—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Course based on Gardner's Art Through The Ages with the addition of about 200 University Prints. Either semester may be taken alone but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week. *Three credits each semester.*

41—STILL-LIFE PAINTING. Arrangements of colorful still life objects are studied against appropriate backgrounds. The purpose of the course is to develop the sense of color and ability in the technique of handling the various mediums of pastel, water colors, and oil colors through continuous practice in the studio. Criticisms and suggestions are given by the instructor as well as painting demonstrations.

Three two-hour laboratory periods per week, first semester.
Two credits.

42—Still-Life Painting. A continuational course, the chief object of which is to acquire directness of presentation and freedom of expression. Problems in execution of still-life objects, flowers, the posed figure, and outdoor sketching are accomplished during the laboratory periods. Criticisms, suggestions and painting demonstrations.

Three two-hour laboratory periods per week, second semester.
Two credits.

43—Color Theory and Composition. During the first half of the semester, emphasis is placed on the study of the theory of color. The student gains a knowledge of the color terms and the effects of combining different color pigments. There is some experimental work with definite problems in color. During the last half of the semester there is a study of principles in pictorial composition as regards picture execution with accompanying studio practise. The required laboratory work is supplemented with outside readings and notebook work.

One two-hour laboratory period per week, first semester. One credit.

44—Art Appreciation. A series of general non-technical lectures designed to give to any student an intelligent appreciation and better understanding of noteworthy artistic expression. Special attention is given to general aesthetic qualities in painting, architecture, and sculpture. Readings, notebooks, and a term paper are required. Open to all upper division students.

One hour per week, second semester. *One credit.*

MUSIC

Instruction in piano, violin, and voice is given upon the same basis as academic subjects. For time spent the unit of measurement is identical with that used in all other subjects.

The following outline of courses applies to upper division students and represents a normal program of work. Other students should consult the instructor when electing courses in piano.

JUNIOR YEAR	*Credits*
Applied Music	6
History of Music	6
Music Appreciation	2
Glee Club	2
French	8
English	6
	30

SENIOR YEAR	*Credits*
Applied Music	8
Harmony	6
History of Art	6
Glee Club	2
Electives	8
	30

For the certificate in piano or violin an additional ten credits in applied music must be included. Course 41-42 in piano or violin furnishes the necessary training. For the certificate in voice an additional eight credits in applied music must be included. Course 41-42 in voice furnishes the necessary training.

These certificates are granted providing the quality of achievement is of such a degree that it merits special recognition. Students should bear in mind that fulfilling the requirements in time and credits only will not mean the automatic bestowal of the certificate. Standards of achievement also are taken into consideration. Students often require an extra year to secure the certificate, thereby including other fields of rich cultural content.

THEORETICAL MUSIC

11-12—Elementary Harmony and Ear Training. Training in the formation of scales, intervals, and chords; writing from figured basses; creation and harmonization of original melodies. Prerequisite, the ability to read and play simple four-part music.

Two hours per week, both semesters. Two credits each semester.

12-14—Elementary History of Music. This course covers ancient as well as modern music. By studying the lives of the composers and hearing their compositions, it aims to create in the student an interest in the better type of music and to enable her to listen more intelligently.

Four hours per week for one year. Four credits each semester.

31-32—Advanced History of Music. For advanced students. Deals with the development of music from the early days of Egypt and Greece to the present. The lives of the great composers and their representative works are studied to secure a knowledge of evolution in musical forms. Frequent illustrations of the compositions studied in preceding discussions aim to help the student to hear and appreciate more intelligently.

Three hours per week, both semesters. Three credits each semester.

33-34—The Appreciation of Music. The purpose of this course is to develop, through analysis and intelligent listening, a better understanding and comprehensive appreciation of the various types, periods, and forms of music. Illustrated with records. No previous musical training is necessary. Lectures, assigned readings, and paper.

Two hours per week, first semester; one hour per week, second semester. *One credit each semester.*

41-42—ADVANCED HARMONY. A study of harmony at the keyboard and by written work, covering cadences, modulations, all chords of the seventh, the dominant ninth, altered and mixed chords, chord progressions in four-part writing, appoggiatura, suspension, anticipation, passing tones, embellishment, the figured chorale. May be elected by juniors upon approval of the instructor.

Three hours per week, both semesters. *Three hours credit each semester.*

ENSEMBLE MUSIC

31-32—ORCHESTRA. Prerequisite, ability to play orchestral instruments and the approval of the instructor. Required for certificate in violin. Two meetings for instruction and practice per week with additional rehearsals for public concerts.

Two hours per week, both semesters. *One credit, each semester.*

33-34—CHORUS. Study and practice of part songs. Public appearances are made from time to time throughout the year. A required course for students registered in any one of the courses in Voice. Open to other students subject to the approval of the instructor. Special rehearsals are required in preparation for public concerts.

One hour per week, both semesters. *One-half credit, each semester.*

35-36—GLEE CLUB. A course for more advanced students and requiring more intensive work than course 31-32. In addition to increasing vocal skill, the Club has for its purpose to create appreciation for choral works as well as to afford opportunity for musical expression. An annual concert is given, and appearances in other programs are frequent. Special rehearsals are required prior to public appearances. Open to students with ability to sing and to read music.

Two hours per week, both semesters. *One credit each semester.*

PIANO

The courses in piano include all grades of material required for the most systematic technical and musical development, and involves a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work; and representative compositions are chosen throughout the course in order that the emotional and intellectual qualities may be de-

veloped in unison with the technical. Public student recitals are given at intervals during the year. Students may enter any course for which they are found qualified. Material of the approximate grades listed will be selected to suit individual needs.

11-12—Elementary Piano I. Foundation work; Gurlitt, Opus 82, Bk. I; Berens, Opus 70; Bertini, Opus 166; Loeschorn, Opus 65, Bk. I; Krause, Opus 25; and additional elementary pieces.

Two class meetings and five hours practice per week, both semesters. Three credits each semester.

13-14—Elementary Piano II. Lemoine, Opus 37; Loeschorn, Opus 65, Bk. II; Duvernoy, The School of Mechanism; Kunz, Two-Part Canons; easy pieces; technic.

Two class meetings and five hours practice per week, both semesters. Three credits each semester.

31-32—Intermediate Piano I. Krause, Opus 4; Loeschorn, Opus 65, Bk. III; Berens School of Velocity, Bk. I; First Lessons in Bach; Clementi sonatinas; pieces; pieces of corresponding difficulty; technic.

Two half-hour lessons and five hours practice per week, both semesters. Two credits each semester.

33-34—Intermediate Piano II. Krause, Trill studies; Heller, Opus 47; Bach, Little Preludes and Fugues; easy sonatas of Haydn and Mozart; shorter compositions; technic continued.

Two half-hour lessons and five hours practice per week, both semesters. Two credits each semester.

35-36—Advanced Piano I. Czerny, Studies in Velocity; Foote, Etudes Opus 9; Bach, Two Part Inventions; Heller, Opus 45 and 46; Concone, Fifteen Studies; Mozart and Beethoven sonatas; modern composers; technic continued.

Two half-hour lessons and eight hours practice per week, both semesters. Three credits each semester.

37-38—Advanced Piano II. Cramer, Selected Studies; Neupert, Twelve Studies; Bach, Three Part Inventions; French Suites; Mozart and Beethoven sonatas continued. Modern composers; advanced technic.

Two half-hour lessons and ten hours practice per week, both semesters. Four credits each semester.

41-42—Certificate Course in Piano. Bach, English Suites; Preludes and Fugues; Clementi, Gradus ad Parnassum; Chopin,

Etudes; Beethoven sonatas; concertos of Mozart, Beethoven and Mendelssohn; other compositions from the classic, romantic and modern schools. The successful candidate will be required to give a recital program.

Two half-hour lessons and fifteen hours practice per week, both semesters. *Five credits each semester.*

VIOLIN

11-12—Elementary Violin I and II. Particular attention is given to position, the manner of holding the violin and bow; also to good intonation and tone quality. Homan, Books I and II; Mitchell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Pleyel duos; Ries, Book I; pieces of corresponding grade.

Two half-hour lessons and five practice hours per week, both semesters. *Three credits each semester.*

21-22—Intermediate Violin I and II. Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Ries, Book II; Dancla Airs Varies, Opus 89; selected pieces.

Two half-hour lessons and five practice hours per week, both semesters. *Three credits each semester.*

31-32—Advanced Violin I and II. Hans Sitt or Schradieck scales; Sevcick, Changes of Positions; Mazas, Opus 36, Book I; Kreutzer, The Double Stop etudes. Casorti, The Technic of Bowing; selected sonatas and concertos; suitable pieces; ensemble work.

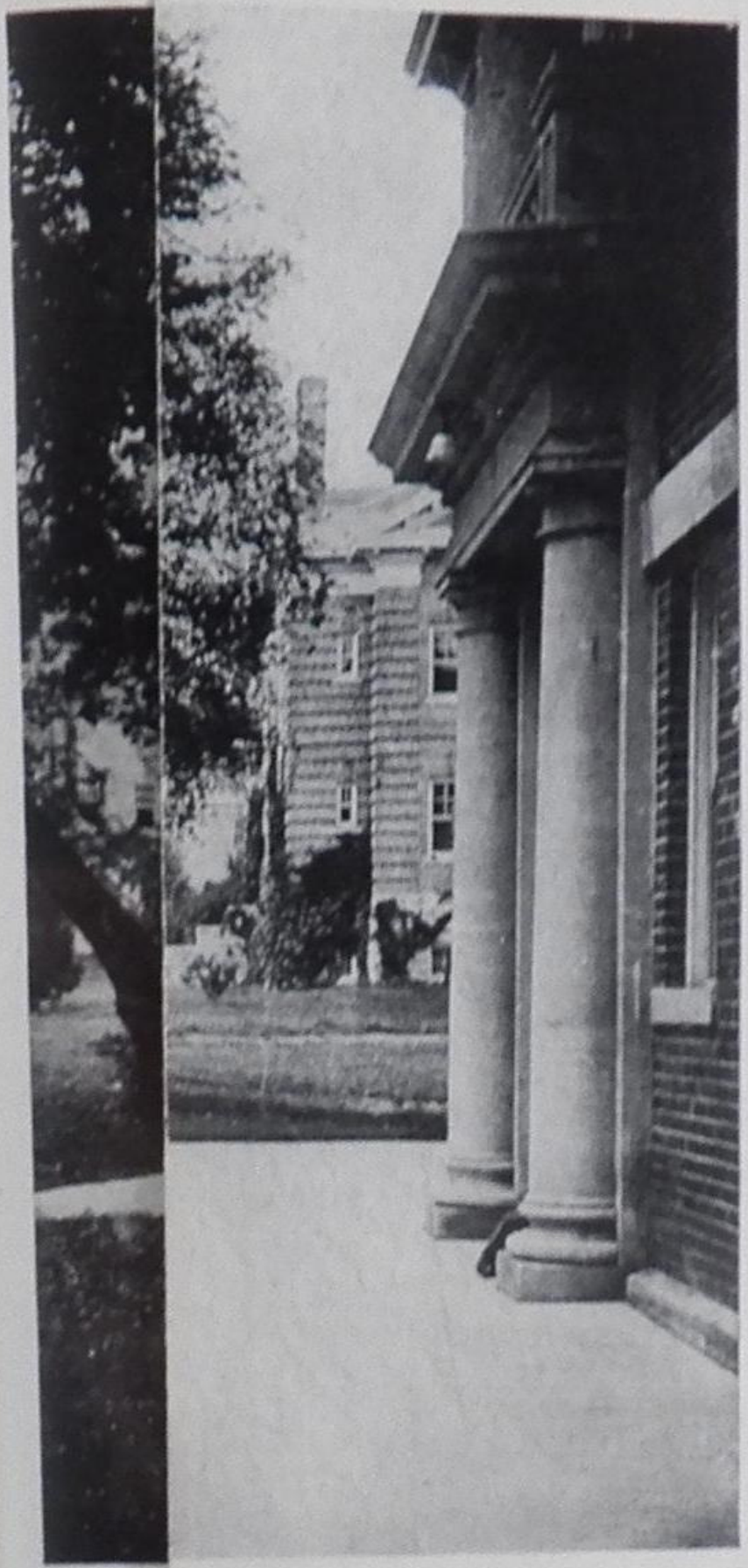
Two half-hour lessons and eight practice hours per week, both semesters. *Three credits each semester.*

41-42—Certificate Course in Violin. Mazas, Opus 36, Book II; Herman, preparatory double-stop etudes; Kreutzer doubled stops; Fiorillo; Rode, caprices; Rovelli; Ganinie; Dancla, Opus 100; more difficult concertos and sonatas, and pieces of corresponding grade. The successful candidate will be required to give a recital program.

Two half-hour lessons and fourteen practice hours per week, both semesters. *Five credits each semester.*

VOICE

The training of the voice consists in the production of pure tone and the correct use of the breath. Special attention is given to such features as attack, phrasing, legato and a study of diction and interpretation. The essential needs of each individual are carefully





FROM THE POINT OF VIEW OF COLLEGE HALL

studied. Students completing course 31-32 or the equivalent are required to take Piano 31-32 (third grade) or display an equivalent proficiency.

11-12—Elementary Voice I. A study of the fundamentals of breath control and correct tone development. Major and minor scales, arpeggios, phrasing and enunciation. Studies are selected from Concone, Sicher and others.

Two class meetings and five practice hours per week, both semesters. Three credits each semester.

13-14—Elementary Voice II. Further attention is given to tone development and breathing. Vocalises from Vaccai, Panofka, Marchesi. Simple songs are chosen from classical and modern composers.

Two class meetings and five practice hours per week, both semesters. Three credits each semester.

31-32—Intermediate Voice. Continuation of breathing exercises, tone production, phrasing, diction. A graded selection of more difficult studies and songs with careful attention given to interpretation and the building up of a repertoire.

Two half-hour lessons per week, five practice hours per week, both semesters. Two credits each semester.

33-34—Advanced Voice. Vocalises continued. Advanced songs suitable for concert are studied. Students appear from time to time on college programs. Prerequisite, voice 13-14 and 31-32 or equivalent.

Two half-hour lessons per week, eight practice hours per week, both semesters. Three credits each semester.

41-42—Certificate Course in Voice. Advanced studies and songs suitable for recital. Arias selected from oratorio and opera. A program will be given which is made up of carefully selected arias and songs. A certificate will be granted for the successful completion of this course.

Two half-hour lessons per week, ten practice hours per week, both semesters. Four credits each semester.

PUBLIC SCHOOL MUSIC

The following courses should be taken in conjunction with courses in theoretical music such as Harmony and History of Music. Courses in Voice of a grade not more elementary than Voice 31-32

must accompany courses in Public School Music. Membership in the Glee Club, Ensemble Music 35-36, is required of all students who register in these courses. Ability in piano equal to that of Piano 31-32 (third grade) is a prerequisite.

31-32—Elementary Methods. This course offers to the prospective supervisor methods of teaching school music. It consists of presentation of rote songs; notation and lesson plans for the grades; methods and presentation and development of the different rhythmic and melodic problems and a comparison of texts and methods; treatment of monotones.

Two hours per week, both semesters. Two credits each semester.

41-42—Advanced Methods. This is a continuation of Elementary Methods. The study of the child voice; the elements of conducting; lists of appropriate materials suitable for children of various grades; relations of supervisor with the grade teacher are discussed.

Two hours per week, both semesters. Two credits each semester.

SPEECH ARTS

The aim of this department is fourfold: first, to develop an appreciation of the art of fine speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Advanced Study

Those expecting to enter special schools of speech, or to major in speech arts at any of the universities should arrange a conference with the instructor before planning a course of study in order to insure the right choice of studies.

Students of speech are urged to elect courses in dancing, freehand drawing, design, music, and history of art. Exceptional opportunities are offered at Frances Shimer to study these arts which are so closely related to speech and drama.

Applied Fundamentals of Speech, given the first semester of the Junior year, is designed to give those majoring in speech help with individual problems. Other students may enter with permission. Corrective speech receives attention. Enrollment in the class is limited to six. See Speech 33. In the senior year advanced students take private work. See Speech 43-44.

Certificate in Speech

A special certificate in speech is granted to students who enter from accredited high schools, complete the outlined course in Speech Arts, and are judged to possess distinctive merit. In the senior year such students will either present a public recital or direct a play.

CERTIFICATE COURSE IN SPEECH ARTS

JUNIOR YEAR

FIRST SEMESTER

Courses	*Credits*
Speech 31	2
Speech 33	1
Graphic Arts 31	2
Music Appreciation 33	1
English Composition	3
*Modern Language	3
Electives	3
	15

SECOND SEMESTER

Courses	*Credits*
Speech 32	2
Speech 34 or 36	2
Music Appreciation 34	1
English Composition	3
*Modern Language	3
Dancing (See p. 37)	
Electives	4
	15

SENIOR YEAR

FIRST SEMESTER

Courses	*Credits*
Speech 41	3
Speech 43	1
Graphic Arts 37	3
English Literature	3
*Modern Language	3
Electives	2
	15

SECOND SEMESTER

Courses	*Credits*
Speech 42	3
Speech 44	2
Graphic Arts 38	3
English Literature	3
*Modern Language	3
Electives	1
	15

*Two years of a modern language, preferably French, are required. If this amount has been taken in high school other electives may be substituted.

Speech Instruction for Lower Division

Students enrolled as freshmen and sophomores in the Junior College may register for speech instruction. Those interested in Dramatics will find this to be valuable training. See Speech 21-22, Voice and Pantomime.

DRAMA

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas and Easter. The Dramatic Club stages two productions. The Play Production students present one-acts. Any student may apply for admission to the Play Production Laboratory conducted in connection with the course in Play Production. Not only

in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating his art to an artistic whole. All departments of the college co-operate in producing a play. To maintain a high standard of artistry in performance is a constant aim. Among the plays given in the last three years are: The Romancers, The Romany Road, As You Like It, Hay Fever, The Rock, Alice-in-Wonderland, and The Chantilly Nativity Play.

The Green Curtain Dramatic Club is an active organization holding monthly meetings. This Club gives two major productions during the year. It has a membership of twenty-five chosen by try-out during the first semester. All students are eligible for the try-outs. The Club also sponsors informal college dances and special lectures. In the spring a trip is made to Chicago for a week-end. Visits to the theatre include little journeys back stage.

The honorary dramatic fraternity of Delta Psi Omega elects its membership each spring from those of the Junior and Senior classes who have done exceptional work in acting and production.

SPEECH AND DRAMATIC ART

11-12—Voice and Pantomime. The aims of this course are first, to stimulate the imagination through the interpretation of literature, and second, to teach the student to express emotion through the body and voice. Beginning exercises in voice, diction, rhythm, pantomime. Emphasis on posture, bodily coordination, pronunciation, enunication. Selections for class study chosen from classical and modern literature. Open to lower division students only. Each student plans a daily practice hour.

Two class meetings and five practice hours per week, both semesters. Three credits each semester.

31—Fundamentals of Speech. This is a foundation for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech. Posture, Rhythm. Oral exercises with student criticism. Five minute speeches before the class. Assigned reading. Individual conferences. This course may be counted toward a major in English. A prerequisite for all other courses in Speech, except private instruction. This course is identical with English 37.

Two hours per week, first semester. *Two credits.*

32—Literary Interpretation. A study of moods, emotion, and ideas as expressed by the poet, novelist or dramatist. How to interpret in a creative manner the beauty in literature. The use of the voice as an instrument of interpretation. Lyric and dramatic poetry, the short story and the one act play. Prerequisite, course 31, Fundamentals of Speech. Identical with English 38.

Two hours per week, second semester. *Two credits.*

33—Applied Fundamentals of Speech. Individual instruction in classes limited to six. For students who are majoring in Speech, or those needing speech correction. The course is designed to help the beginning student with problems of diction, bodily co-ordination, and interpretation. Preferably taken in conjunction with course 31, Fundamentals of Speech. Open to juniors and seniors.

Two hours per week, first semester. *One credit.*

34—Extemporaneous Speaking. The organizing of public opinion through speech. Study of the impulses governing human behavior. Organization of speech material. Assigned reading. Constant drill in speaking from the platform. Prerequisite course 31, Fundamentals of Speech. Not given in 1931-32.

Two hours per week, second semester. *Two credits.*

36—Debating. This course alternates with Extemporaneous Speaking. The same attention to organization of material and platform practice is given in this class. The class discussions take the form of debates. A study of the brief is followed by a formal debate. Prerequisite, course 31, Fundamentals of Speech.

Two hours per week, second semester. *Two credits.*

41-42—Play Production. A beginning course open only to seniors. In the first semester lectures on the history of the theatre from the Greek to the present day. Laboratory exercises in acting. Assigned readings, required notebooks, and term papers. In the second semester the lectures cover a survey of the practical problems of directing, stage design, scene construction, lighting, costume, and make-up. Each student is required to make a production book applying the principles of production to the one-act play. Laboratory exercises in directing. Each student directs a one-act play. Throughout the year members of the class are assigned to responsible positions for public productions thus receiving practical train-

ing in stage management, lighting, and costume. Prerequisite, course 31, Fundamentals of Speech.

Two lectures and one two-hour laboratory period per week, both semesters. Three credits each semester.

43-44—Individual Instruction for Advanced Students. Private lessons, for seniors who expect to major in Speech. Open to others by special permission. Advanced interpretation, characterization, preparation of recital material. Not more than a total of four credits will be granted for work in this course.

Two half-hour lessons and a minimum of five hours per week spent in study and practice, either semester. Two credits each semester.

LANGUAGE AND LITERATURE

ENGLISH

The English courses are planned to meet the requirements of the universities for foundation courses in composition and literature. However, aside from these requirements, the study of English is regarded as valuable since through both literature and composition the student is brought close to the highest ideals of our race. Along with a study of the logical development of a writer's thought, his message and the significance of that message for our generation are emphasized.

11-12—Language and Literature. American literature from the Colonial period to the present, with special emphasis on the literature since 1870. Composition based on the literature read and on topics of current interest. Drill work on English usage. Required of all freshmen.

Four hours per week, both semesters. Four credits each semester.

21-22—Language and Literature. The work covered in this course constitutes a fairly comprehensive survey course in English literature. In addition, frequent reports on books read outside of class are required. In composition, the writing of original themes is emphasized; likewise, the summarizing of articles found in current magazines. One long paper is written in the second semester to give drill in outlining, note-taking, and the general use of the library. Required of all sophomores.

Four hours per week, both semesters. Four credits each semester.

31-32—Composition. A course planned to give the student training in the organization of thought and in the technique of its

expression. Emphasis is placed upon drill in language structure and in sentence forms. Frequent themes are required. Standard prose writers are studies as models. One long paper is written to train the student in the outlining and organization of material. Required of all freshmen.

Three hours per week, both semesters. Three credits each semester.

33-34—English Prose Writers. This course is an elective which may accompany course 31-32. It provides a survey of English prose writers from the Elizabethan period to the present time. The course includes some work in the backgrounds of English literature. Several representative novels are read as well as the essays of many English writers. Lectures and discussions. Elective for juniors or seniors.

One hour per week, both semesters. One credit each semester.

35-36—American Literature. The purpose of the course is to acquaint the student with the principal American writers in both prose and poetry from the Colonial period to 1900, and to show the development of American thought and ideals. Elective for freshmen and sophomores. Not given in 1931-32.

One hour per week, both semesters. One credit each semester.

37—Fundamentals of Speech. This course is a foundation for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech. Posture. Rhythm. Oral exercises with student criticism. Five-minute speeches before the class. Assigned reading. Individual conferences. This course is identical with Speech 31.

Two hours per week, first semester. Two credits.

38—Literary Interpretation. A study of moods, emotion, and ideas as expressed by the poet, novelist, or dramatist. How to interpret in a creative manner the beauty in literature. The use of the voice as an instrument of interpretation. Lyric and dramatic poetry, the short story and the one-act play. Prerequisite, course 31, Fundamentals of Speech. This course is identical with Speech 32.

Two hours per week, second semester. Two credits.

41-42—Survey of English Literature. The material of this course, which covers the work of the leading English writers from Chaucer to the present time, is arranged according to historical

sequence. The course is planned particularly for those students who have had no previous course which emphasized the great periods of English literature. Elective, open to sophomores.

Three hours per week, both semesters. Three credits each semester.

43-44—An Introduction to English Literature. This course presents much of the material used in Course 41-42, but the emphasis is upon types of English literature rather than upon historical sequence. The course is planned in order to give more intensive work to those students who have had a survey course previously. Both 41-42 and 43-44 meet the requirements of the universities for an introductory course in English literature which lays a foundation for the more intensive courses which follow in the English literature sequence. Elective, open to sophomores.

Three hours per week, both semesters. Three credits each semester.

44-45—Advanced Composition. This course, which may accompany 41-42 or 43-44, is planned to meet in two sections. The first section, called Creative Writing, is open by permission of the instructor to those students who have shown talent for original writing. The second section is recommended for those students who wish some training in Critical Writing. The works of one writer are studied by the student each semester and papers of criticism written. The student has some freedom of choice in making a selection of the writers to be studied. Elective, open to sophomores.

One hour per week, both semesters. One credit each semester.

LATIN

The teaching of Latin in the Junior College aims at an increased ability to read the language understandingly and with some ease. Regular concentrated grammar review allows ample time for collateral reading in literature and history. An attempt is made to develop literary appreciation in a foreign language.

11-12—Cicero. Reading from the *Orations of Catiline, Pompey, Archias,* excerpts from *Verres,* selected *Letters.* A study is made of republican Rome, its social and political institutions, and Cicero as the product of this complex society. Writing of more difficult Latin with Cicero as a model.

Four hours per week, both semesters. Four credits each semester.

21-22—Vergil. Reading of *Aeneid I-VI.* Definite emphasis is placed upon the sympathetic reading of the great epic as well as

upon an appreciation of the elements which constitute its greatness. Study of the Augustan Age at Rome. Mythology. Collateral reading in Homer and Dante.

Four hours per week, both semesters. Four credits each semester.

31-32—CICERO, LIVY, TERENCE. In the *De Senectute* Cicero appeals to the student in an entirely new and delightful field, informal philosophy. Livy furnishes an introduction to the poetical Augustan prose, and gives the student a naive and dramatic account of Rome's early history. Terence's comedy shows the lighter side of Roman literature and is a splendid example of polished colloquial style. This course will be offered providing there are sufficient registrations.

Three hours per week, both semesters. Three credits each semester.

41-42—HORACE, TACITUS. Horace's *Odes* are the best known and most loved, if not the greatest, poetry Rome produced. Tacitus' *Agricola* returns the student to the regular Latin prose style.

Three hours per week, both semesters. Three credits each semester.

MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of the real spirit, life, and ideals of the nation through its language. Courses 11-12, 21-22 in both French and Spanish satisfy minimum university entrance requirements in modern languages.

FRENCH

11-12—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

Four hours per week, both semesters. Four credits each semester.

21-22—INTERMEDIATE FRENCH. Grammar, review, dictation,

oral work, themes. Reading of novel, history, play. Outside reading. Prerequisite, French 11-12, or equivalent.

Four hours per week, both semesters. *Four credits each semester.*

23-24—Outline of French Literature. Outside reading for content. Oral reports. Grammar review with verb exercises. Prerequisite, French 11-12 and 21-22, or equivalent.

Four hours per week, both semesters. *Four credits per semester.*

31-32—Elementary French. A rapid course for advanced students who have not previously studied French. Phonetics, dictation, oral work. Fundamentals of grammar. Simple compositions, and readings on French heroes, history, and people. Open only to students in the upper division.

Four hours per week, both semesters. *Four credits each semester.*

33-34—Advanced French. Grammar review, short stories, conversation, outside reading, history, themes. Prerequisite, French 31-32, or the equivalent. Open only to students in the upper division.

Three hours per week, both semesters. *Three credits each semester.*

41-42—French Literature Survey. Illustrative readings. Grammar review, verb drills and exercises. Outside reading and reports. Prerequisite, French 31-34, or the equivalent. Open only to students in the upper division. Not offered in 1931-32.

Three hours per week, both semesters. *Three credits each semester.*

43-44—Conversation and Composition. Oral reports, grammar reviews, drills. Prerequisite, French 31-34, or the equivalent. Open only to students in the upper division.

Two hours per week, both semesters. *Two credits each semester.*

SPANISH

11-12—Beginning Spanish. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

Four hours per week, both semesters. *Four credits each semester.*

21-22—Intermediate Spanish. A review and continuation of the first year's work, augmented by more detailed study. Simple composition and conversation. Intensive and extensive reading in

modern literature and in Spanish history. Outside reading for content, second semester. Prerequisite, Spanish 11-12, or equivalent.

Four hours per week, both semesters. Four credits each semester.

31-32—Elementary Spansih. A rapid course for advanced students who have not previously studied Spanish. Oral work: reading, dictation, simple conversation. Aural training. Elements of grammar. Simple, yet idiomatic reading material. Open only to students in the upper division.

Four hours per week, both semesters. Four credits each semester.

41-42—Advanced Spanish. Review and enlargement of the first year's work. Conversation. Some composition. Reading, mainly for content, in history and in contemporary literature. Outside reading, second semester. Prerequisite, Spanish 31-32, or equivalent. Open only to students in the upper division.

Three hours per week, both semesters. Three credits each semester.

LIBRARY SCIENCE

31—Library Science I. An introductory course designed to acquaint the students with the materials and use of the library. It includes classification and arrangement of books in the college library; the card catalogue; reference books; bibliographies. Open only to juniors and seniors.

Two hours per week, first semester. Two credits.

32—Library Science II. A course intended primarily for those who wish to make librarianship a profession. Special work in library tools and methods. One hour lecture and two hours laboratory work per week. Course 31, Library Science, is a prerequisite.

Three hours per week, second semester. Two credits.

ORIENTATION

31—Orientation. A course designed to facilitate adjustment to the social, intellectual, industrial, and political relationships which students are likely to assume. Topics are grouped in the following manner.

a. Adjustment of the self. Problems of personality, character, morals, friendships, and similar issues.

b. Adjustment to the student's world. Problems of study methods, use of library, examinations, educational objectives, use of time, extra—curricular activities, student government.

c. Adjustment to the student's life work. Problems of knowing the work of the world, selection of a vocation, influence of heredity and environment in selection of a vocation.

d. Adjustment to our inherited culture. The contributions of social science, physical science, the humanities. Resources of the curriculum in these fields.

e. Adjustment to civic responsibilities. A brief survey of American political institutions and ideals, problems of citizenship, the function of education, business ethics.

Required of all juniors.

Two hours per week, first semester. *Two credits.*

PHYSICAL SCIENCE AND MATHEMATICS

ASTRONOMY

43—Descriptive Astronomy. A descriptive and cultural course dealing with the principles of the science of astronomy. Non-mathematical approach. Includes the motion of the earth relative to the stars, the characteristics of the sun, stars, and nebulae, and the structure of the universe. Open to all seniors and to juniors upon approval by the instructor.

Three hours first semester. *Three credits.*

CHEMISTRY

31-32—General Chemistry. Principles and non-metallic elements. Metals and qualitative analysis. An introduction to chemistry. A study of fundamental principles, of characteristic chemical elements, of compounds important technically or of interest in daily life. The course aims to develop an understanding of the laws of physical science, and of the chemical phenomena in nature and in the modern environment, ~~and~~ to bring about an appreciation of the contributions of science to the age in which we live and to acquaint the student with "the scientific attitude." General Chemistry is prerequisite to specialization in home economics, nursing, medicine or any of the sciences. It is also of practical and cultural value to students interested in acquiring a general education. High school physics and two years of high school mathematics are desirable prerequisites. Open to juniors and seniors. Continuous throughout the year.

Two class meetings and three two-hour laboratory meetings per week, both semesters. *Four credits each semester.*

41—Organic Chemistry. An introductory course which aims to acquaint the student with the fundamental principles of organic chemistry and with its application. Prerequisite, Chemistry 31-32. Open to seniors.

Two class meetings and three two-hour laboratory periods per week, first semester. *Four credits.*

PHYSICS

21-22—Elementary Physics. A course aiming to offer to the student explanations of common phenomena in daily life, and an understanding of the laws which control these, and to acquaint the student with "the scientific attitude." Although the mathematical side of the subject is not neglected, emphasis is laid upon the applications of the principles of physics in modern environment. Prerequisite, two years of high school mathematics. Elective for freshmen and sophomores.

Three class meetings and two two-hour laboratory periods per week, both semesters. *Four credits.*

MATHEMATICS

The courses in mathematics aim to prepare the student for advanced study in mathematics, for the teaching of mathematics in secondary schools, for more efficient work in the various fields of business, finance, statistics, science, art, and engineering, and to develop a method of thinking and solving problems that will be useful in daily life.

11-12—Plane Geometry. A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Four hours per week, both semesters. *Four credits each semester.*

13—Advanced Algebra. A review of first-year algebra, factoring, quadratic equations, simultaneous equations, exponents, radicals, progressions, binomial theorem, determinants, the trigonometry of a right triangle.

Four hours per week, first semester. *Four credits.*

14—Modern Business Procedures. The purpose of this course is to develop in the student the ability to understand and appreciate the use and value of mathematics in the business world and in daily life. Special topics considered are percentage and its applications; trade and commercial discounts; the work of the modern bank, including the clearing house; the practice of thrift;

methods of investing money; the stock exchange; life insurance and annuities; taxes and revenues; and business relations with foreign countries. Open to freshmen and sophomores.

Four hours per week, second semester. *Four credits.*

22—Solid Geometry. Lines, planes, and angles, in space a study of polyhedrons, cylinders, cones, and spheres with computation of their surfaces and volumes.

Four hours per week, second semester. *Four credits.*

31—College Algebra. A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

Three hours per week, first semester. *Three credits.*

32—Trigonometry. Trigonometric functions of angles, reduction formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

Three hours per week, second semester. *Three credits.*

41—Analytic Geometry. Geometry of a straight line, circle, parabola, ellipse and hyperbola. Transformation of coordinates, tangents, and polars of conics, polar coordinates, problems on loci and curve tracing. Not offered in 1931-32.

Three hours per week, first semester. *Three credits.*

42—Differential Calculus. A study of the theory of limits, derivation of formulas for differentiation with application, maxima and minima values of functions, differentials, curvature, partial differentiation, series, and expansion functions. Not offered in 1931-32.

Three hours per week, second semester. *Three credits.*

SECRETARIAL STUDIES

As many as sixteen credits may be offered for entrance to college although this amount varies with the institution to which one goes. Credit in stenography and typewriting may not be offered for advanced standing in universities. Hence only lower division students may receive credit for work in these courses. Upper division students, however, for the purpose of securing personal proficiency in these skills, may register either for course 11-12 or for 21-22 upon approval of the instructor. Under these conditions, the course is considered as a standard one and not as an extra and the same requirements as to preparation, examinations, and grades will be rigidly maintained.

For students who aim toward secretarial proficiency, courses 11-12 and 21-22 are required to be taken at the same time.

11-12—Elementary Stenography. This course embraces the fundamental principles of the Gregg system of shorthand, with special emphasis upon brief forms and construction, phrase-writing, accuracy tests, and letter-writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken concurrently with Typewriting 21-22. Practise work of a thoroughly graded type and aimed at individual needs and problems is assigned as a daily feature of the work. Additional practice and tests upon the basis of the assignment are introduced into the class work.

Four hours per week, both semesters. Four credits each semester

21-22—Elementary Typewriting. A course designed to instruct and drill the student in the technique of typewriting and the details of form and arrangement of transcript. Includes a study of the several parts of the machine; mastery of the keyboard by touch; tests and drills for speed and accuracy. The materials used are literary articles, business letters, telegrams, rough drafts, articles of agreement, certificates of incorporation, wills, and other legal forms.

Four class meetings and four one-hour practice periods per week, both semesters. Four credits each semester.

23-24—Advanced Stenography and Typewriting. The object of this course is to increase speed in taking dictation and transcribing shorthand notes on the typewriter. A portion of the time is given to a study of secretarial duties and office practice. Assigned work consists of practice in phrasing in stenography, transcription of dictation, preparation of assigned letters, and other related features. Tests upon certain portions of the assigned work are frequently given and material prepared out of class is strictly graded.

Four hours per week. Four credits each semester.

THE SOCIAL SCIENCES

ECONOMICS

41-42—General Economics. A course designed to orient the student in fundamental economic principles and in the problems of modern economic society. Includes a study of production; the modern exchange system; value and price; distribution; consumption; public finance and other fundamental concepts. Open to seniors only.

Three hours per week, both semesters. Three credits each semester.

EDUCATION

Students who complete the courses in education and fulfill other requirements will be recommended for the Illinois Limited Elementary School Certificate which permits teaching in any of the first ten grades. Recommendation for the appropriate certificate in other states will be made also.

To obtain the certificate which is valid for four years of teaching or supervision it is necessary to complete sixty semester hours of work in the upper division, as follows:

Courses	*Credits*
English	6
Mathematics or Natural Science	6
History or Social Science	6
Introduction to Education 41	3
Psychology 41	3
Practice Teaching 42	5
Electives	31
Total	60

For courses in Public School Music see page 49.

41—Introduction to Education. A brief summary of the history of education in America followed by a study of the main phases of its development. In addition, attention is given to problems of instruction and school organization.

Three hours per week, second semester. *Three credits.*

42—Practice in Teaching. A systematically arranged procedure in the acquisition of experience in teaching. By agreement with the Mount Carroll Public School prospective teachers will enter classrooms where instruction is being carried on by experienced teachers. Observation of various types of teaching procedures will be followed by supervised participation in phases of the classroom

program of instruction and this in turn followed by assumption of complete responsibility for the recitation. Quizzes and discussions follow each phase of acquired experience.

Five hours per week, second semester. *Five credits.*

GEOGRAPHY

22—Human Geography. A survey of the distribution and characteristics of the elements of the natural environment (climate, land forms, soils, surface and ground water, natural vegetation and mineral deposits) with particular reference to the relation of the natural environment to the history and economic life of man. Required of sophomores. Not given in 1931-32.

Four hours per week, second semester. *Four credits.*

HISTORY AND GOVERNMENT

An understanding of any one of the social sciences depends upon the correct knowledge of past events and past developments. Hence the aim here is to provide the student with an intelligent background for the interpretation of the present day political, social, and economic life, which is amplified and extended in the work offered in the college.

11-12—Modern European History. An elementary course for lower division students. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War.

Four hours per week, both semesters. *Four credits each semester.*

21-22—History of the United States. Survey of the colonial period, with emphasis upon American ideals and institutions. The new government and its founders; westward expansion; economic and political problems; the United States as a world power; the World War. Open to freshmen and sophomores.

Four hours per week, both semesters. *Four credits each semester.*

23—Civics. The forms and functions of government are studied with emphasis on such modern problems as international policies, trusts, taxation, immigration. This course aims to prepare the stu-

dent for intelligent voting. Open to freshmen. Required of all sophomores. Not given in 1931-32.

Four hours per week, first semester. *Four credits.*

31-32—Modern European History. A study of the history of Europe from the sixteenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; reconstruction and reaction in the first half of the nineteenth century; colonial development and expansion; imperialism and democracy; industrial revolution; modern European powers, their conflicting interests at home and abroad; the World War, the world settlement, and the disarmament conference. Collateral reading and special reports; map work. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

33-34—English History. A study of English history from the Roman occupation through the World War. Political, social, religious, and economic elements in the growth of the English people. England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War and post-war problems. Parallel readings, individual research studies, map work. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

41-42—American History. A general course covering colonization, constitutional organization and development, and growth of democracy and nationality. Open to seniors only. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

35-36—History of the Hebrews. A study of Hebrew History from its earliest beginnings to the Palestine of Jesus' day so approached in the light of modern scholarship as to make it vivid and real. The course aims to acquaint the student with the main facts of Hebrew history, the personalities of the prophets and patriarchs, the successive steps in the development of the moral and religious ideas, and to develop an appreciation of the superb literary masterpieces of this gifted race. Course 32 may be taken without course 31 as a prerequisite. Elective for juniors and seniors.

Two hours per week, both semesters. Two credits each semester.

37-38—History of New Testament Times. A historical study of the life of Jesus with the aim of giving a thorough acquaintance

with sources of information, geographical and chronological data, the world in which Jesus lived, his teachings, work, and conception of mission, as furnished by the synoptic gospels. A brief survey of the development of the early church receives attention.

Two hours per week, both semesters. Two credits each semester.

43-44—Introduction to Art History. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observations and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Course based on Gardner's *Art Through the Ages* with the addition of about 200 University Prints. Either semester may be taken alone but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters. Three credits each semester.

PSYCHOLOGY

41—General Psychology. A general survey of the facts of mental life with special attention to the problem of learning. A series of ten simple experiments serve to introduce the student to the scientific aspects of the subject.

Three hours per week, first semester. *Three credits.*

SOCIOLOGY

41—Introductory Sociology. A general introductory course designed to give the student orientation in the social sciences and a working system of thought about society; human nature; the group; isolation; social contact and interaction; competition and conflict; accommodation and assimilation; social control and social progress. Open to sophomores only.

Three hours per week, first semester. *Three credits.*

42—Social Adjustment. An elementary course in the study of current social problems, including population; immigration; marriage and the family; the child; disease; crime; insanity. Prerequisite, Sociology 41.

Three hours per week, second semester. *Three credits.*

THE PREPARATORY SCHOOL

PURPOSE

This division of the School consists of the ninth and tenth high school grades. The aim is to provide the highest type of instruction in these pre-junior college years so as to make adequate preparation for the broader range of studies that are there available. All instructors are of junior college grade, no distinction being made in the provision of instruction for students of either group.

In recognition of the characteristic needs of this group special provision is made in dormitory, class, and social organization to secure the optimal development of each individual. At the same time free association with older students whose qualities of leadership are more completely developed is encouraged.

ADMISSION

Students who have completed the eighth grade of the elementary school or two years of the junior high school may be admitted without examination. Evidence of the amount and quality of work done as certified by the principal of the school last attended is a condition of entrance. On account of the rule requiring small classes students who are irregular in their preparation may be admitted providing their irregularity has been caused by conditions which are remediable.

MARKING SYSTEM

The system of grading students is identical with that used in the junior college. See page 29.

GENERAL RULES

Only rules applying specifically to students in the Preparatory School are given in this section. Rules and regulations of a general nature which are described in the junior college section of the catalogue apply also to Preparatory School students.

EXPENSES

A registration fee of ten dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded providing notification reaches the

School before August 1 and January 1 of the first and second semesters respectively.

Tuition and living, including board, room, and laundry, for the year	$660.00
Tuition for day students	160.00

TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character are settled in full.

HOUSE STUDENTS

Due on or before September 9, 1931
For the first semester $400.00
The ten dollar registration fee will be credited on this payment.
Due January 1, 1932, and payable not later than February 1
For the second semester $260.00

DAY STUDENTS

Due on or before September 9, 1931
For the first semester $ 80.00
The ten dollar registration fee will be credited on this payment.
Due on January 1, 1932, and payable not later than February 1
For the second semester $ 80.00

EXTRA EXPENSES

Although most students enrolled in the Preparatory School will confine their attention to the fundamental courses required in preparation for the Junior College, privilege to take courses in art, music, and similar subjects is often given. For these studies extra fees are charged as listed below.

	Per semester
Piano lessons, principal, one hour a week	$50.00
Piano lessons, assistant	40.00
Lessons in Voice	50.00
Violin lessons, one hour a week	50.00
Sight-singing, two half-hour lessons a week	7.50
Use of piano one hour a day	5.00
Extra hours	3.25
Use of room for violin practice	2.50
Lessons in Art (pencil-drawing, charcoal, pen-and-ink, water-color, oil, pastel) 10 hours per week (one unit, 36 weeks)	45.00
Speech, two lessons a week, private, one half hour	40.00
Swimming, per season	5.00
Courses in stenography and typewriting	30.00

Rooms in the living halls are commonly designed to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single occupancy.

COURSE OF STUDY

Definition of Terms

The unit of measurement is the high school unit. A unit signifies the amount of credit given when a class in a given subject meets five times per week for a year of thirty-six weeks, each class meeting extending over a period of fifty-five minutes. A student normally studies four subjects and earns four units per year.

Numbering of Courses

Courses are numbered from 1 to 10. An odd number signifies that the course is taught in the first semester; an even number signifies that it is taught in the second semester.

ENGLISH

The objective of the Preparatory School English course is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination. Emphasis is placed also upon a correct foundation in structure, punctuation, sentence form, and paragraphing.

1-2—First Year English. The work in literature is based upon a carefully selected collection of classics. Emphasis is placed upon grammar, punctuation, penmanship, and correct sentence form. Required of first year pupils.

Daily, both semesters. *One-half unit each semester.*

3-4—Second Year English. The work in literature is based upon an extensive group of selected classics. Drill work in grammar, and sentence structure is continued. During this year the study of myths is begun as a preparation for the classical allusions in literature. Required of all second year pupils.

Daily, both semesters. *One-half unit each semester.*

LATIN

The preparatory course is planned to develop in the student the mastery of forms and a concise method of attack which make for

the accurate translation and intelligent understanding of the classics.

The first two years are taken by many students who do not continue in the subject. For this reason Latin I and II are arranged so as to form a well rounded unit in themselves. The aims are: first, to give the student a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language. This is accomplished through the constant use of grammatical parallels, and emphasis on derivation and the important place of the classics in English literature; third, to help the student gain a familiarity with the men, ideas, and ideals of one of the world's great civilizations. Courses 1-2, 3-4 satisfy minimum university entrance requirements in foreign languages.

1-2—Elementary Latin. Thorough training on forms. Mastery of simple rules of syntax. Reading of large amount of simple graded materials such as myths, play, and stories of Roman life to give practice in applying grammatical principles. Writing of easy Latin.

Daily, both semesters. *One-half unit each semester.*

3-4—Caesar. Brief review of elementary forms and syntax. Thorough drill on subjunctives. Intensive reading of more difficult Latin preparatory to Caesar. Selection from Caesar's *Gallic Wars.* Writing of Latin based on text. Collateral reading and reports.

Daily, both semesters. *One-half unit each semester.*

FRENCH

1-2—Beginning French. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to attempt to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

Daily, both semesters. *One-half unit each semester.*

MATHEMATICS

1-2—First Year Algebra. This course includes positive and negative numbers, graphs, fundamental operations, linear equa-

tions, products, factoring, fractions, fractional equations, simultaneous equations, quadratic equations, verbal problems, ratio and proportion.

Daily, both semesters. *One-half unit each semester.*

3-4—Plane Geometry. A study of straight line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Daily, both semesters. *One-half unit each semester.*

HISTORY

1—Ancient History. A brief consideration of pre-historic life and a study of Greek and Roman life, with two aims: first, that of understanding what history is; and second, to obtain a knowledge of the contributions of ancient peoples to the peoples of western civilization.

Daily, first semester. *One-half unit.*

2—Medieval Civilization. A survey of medieval life to the period of Louis XIV, with studies of such customs, institutions and personalities as will throw light on the development of modern institutions.

Daily, second semester. *One-half unit.*

SCIENCE

1-2—Physiology. The aim of the course is to give a general knowledge of the structure and hygiene of the body. It includes a study of the digestive, circulatory, respiratory, and nervous systems. Four recitation periods and one laboratory period per week. Continues throughout the year.

Daily, both semesters. *One-half unit each semester.*

HOME ECONOMICS

1—Cooking. Study of the classes of foods and their relation to health; preparation of food; meal planning and serving; experimental problems illustrating the underlying principles of cookery.

Two class periods and three two-hour laboratory periods per week, first semester. *One-half unit.*

2—Sewing. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary

study of textile fibers and fabrics with relation to wearing quality.

Two class periods and three two-hour laboratory periods per week, first semester. *One-half unit.*

PIANO

1-2—Elementary Piano I. Foundation work; Gurlitt, Opus 82, Bk. I; Berens, Opus 70; Bertini, Opus 166; Loeschorn, Opus 65, Bk. I; Krause, Opus 25; and additional elementary pieces.

Two class meetings and five hours practise per week.

One-quarter unit each semester.

3-4—Elementary Piano II. Lemoine, Opus 37; Loeschorn, Opus 65, Bk. II; Divernoy, The School of Mechanism; Kunz, Two Part Canons; easy pieces; technic.

Two class meetings and five hours practise per week.

One-quarter unit each semester.

VOICE

1-2—Elementary Voice I. A study of the fundamentals of breath control and correct tone development. Major and minor scales, arpeggios, phrasing and enunciation. Studies are selected from Concone, Sicher and others.

Two class meetings and five hours practise per week.

One-quarter unit each semester.

3-4—Elementary Voice II. Further attention is given to tone development and breathing. Vocalises from Vaccai, Panofka, Marchesi. Simple songs are chosen from classical and modern composers.

Two class meetings and five practise hours per week.

One-quarter unit each semester.

SPEECH

1-2—Voice and Pantomime. The aims of this course are first, to stimulate the imagination through the interpretation of literature, and second, to teach the student to express emotion through the body and voice. Beginning exercises in voice, diction, rhythm, pantomime. Emphasis on posture, bodily coordination, pronunciation, enunciation. Selections for class study chosen from classical and modern literature. Each student plans a daily practise hour.

Two class meetings and five practise hours per week, both semesters.

One-quarter unit each semester.

ART

1-2—Graphic Arts. In the beginning course the purpose is to develop close observation and ease in handling materials through a study of casts, interesting arrangements of still life objects and pose sketching. Mediums are charcoal, pencil, colored crayons, pen and ink. There is practise in lettering to develop skill in drawing single stroke and more complex alphabets. Principles of perspective are applied to drawings. Instruction is given in the correct use of drafting instruments, rules for dimensioning with applications to working drawings. All drawing and lettering is done during the regular studio time. History of Art lectures on Classic, Medieval and Renaissance Art are given one period each week; note books and outside readings are required.

One class meeting and four two hours laboratory periods per week, both semesters. *One-half unit each semester.*

PHYSICAL EDUCATION

1-2—Physical Education. Required of all first year students.

Four periods per week, both semesters.

One-quarter unit for the year.

3-4—Physical Education. Required of all second year students.

Four periods per week, both semesters.

One-quarter unit for the year.

STUDENT REGULATIONS

Residence halls.—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the school buildings. Students living in the dormitories avoid many distractions, come into close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Rules for house students are furnished on entrance. In general, they provide for such order and behavior as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Preparatory School pupils are free within the grounds in recreation hours; when outside the campus they are chaperoned.

The rooms are designed to be occupied by two students. An extra charge of thirty dollars each semester is made for a single room. All rooms are furnished with single beds (3 feet × 6 feet 3 inches), chairs, study tables, chests of drawers, and window shades. The windows are 6×4 feet; the tops of the chests of drawers, 38×19 inches. Students furnish *rugs* (if desired), *bedding, curtains, towels, napkins and napkin ring, knife, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, an umbrella, and heavy walking shoes.*

The girls are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by eight o'clock.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plates and irons are provided at convenient places.

Dress.—Definite rules for dress are not prescribed, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing, two standards be observed: suitability and simplicity. For school wear, one-piece dresses of material suited to the season have been found satisfactory. The conventional dinner dress has no place in the school wardrobe, although pupils do not wear their school dresses to dinner. One or two simple evening dresses for wear at parties are essential. Millinery is not

an important problem. A simple tailored hat of becoming shape is all that is required. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and for walking, plain, well-made sport oxfords with low or medium heels are best.

Clothing which is to be sent to the laundry should be plain. An extra charge will be made for all pieces difficult to iron, and for laundering blouses between December 1 and April 1. Laundry must be marked, in all cases, with woven names (not initial letters) made by J. & J. Cash Company, South Norwalk, Connecticut.

Absences.—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean of Women on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean of Women and in ample time for correspondence. Frequent absences interfere with the studies and health of the pupil concerned and also disturb the work of other students, seriously diminishing the efficiency of the instructors.

Guests.—Parents who come to inspect the School, or who bring their daughters to the School, are particularly welcome. When notified in advance, the School makes arrangements for the entertainment of friends of pupils not to exceed three days at one time. At Commencement, only guests of seniors can be received. Pupils are not excused from any regular school duty on account of guests, and are not allowed to go to the railway station to meet guests or see them depart.

Allowances.—Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. A college branch of the local bank is maintained for the benefit of student depositors.

Telephones.—The use of the telephone is restricted, in the interest of pupils. All conversations are limited to parents and

confined to recreation hours. Communication by telephone or telegraph are subject to approval by the Dean of Women.

Express and telegrams.—All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

Permissions.—Special requests for permissions of any kind should come from the parent to the Dean of Women direct, not through the students. Until written request has been made to the Dean direct and answer has been received parents should not consent to requests by pupils, involving suspension of School regulations.

Secret societies.—All secret societies are forbidden.

Smoking.—No student may smoke while under the jurisdiction of the school.

REGISTER OF STUDENTS

FOR THE YEAR, 1930-31

GRADUATES, JUNE, 1930

Junior College

Allanson, Ruth Arline Mount Carroll
Allen, Jane Rockford
Amlong, Margaret Ellen Aledo
Bragg, Doris Mae Worcester, Mass.
Browning, Marjorie Ann Mott, N. D.
Claussen, Alvera Madalene Manning, Iowa
Cox, Mary Louise Wyandotte, Mich.
Estep, Virginia Hayes Chicago
Fick, Florence Quincy
Hecox, Elizabeth Los Angeles, Calif.
Helm, Madelyn Richland Center, Wis.
Hollinshead, Frances R. Fulton
Hughart, Thyria Hampton, Iowa
Hults, Helen Elizabeth Sterling
Hurley, Anita Mount Carroll
Iddings, Mary Jean Crown Point, Ind.
Irwin, Lucille Mount Carroll
Kearnaghan, Helen Mary Mount Carroll
Keizer, Margaret Riverside
Kirkpatrick, Mabel Eula Nichols, Iowa
Leland, Frances Roberta River Forest
McEwen, Jean A. Rolfe, Iowa
MacKechnie, Hester Cohoon Chicago
Miller, Martha Jane Chicago
Mitchell, Geraldine Lee Chicago
Murdock, Rebecca Elizabeth Oregon
Neely, Aileen Pingle Carbondale
Newman, Orvilla Peru, Ind.
Oliver, Dorothy Louise Kewanee
O'Neill, Lillian Harriet Elmhurst
Palmer, Mary Ruth Ottawa
Price, Tirzah Marvene Madison, Wis.
Russell, Mildred Sac City, Iowa
Ryder, Margaret Louise Rockford
Spickler, Julia Marguerite Muscatine, Iowa

Swannell, Caroline Wells Kankakee
Sweitzer, Mildred Florence Mount Carroll
Swenson, Helen Ernestine Rockford
Thurston, Helene Chicago
Tims, Delight Tama, Iowa
Van Buskirk, Miriam Adele Villa Park
Waddell, Avis Elizabeth Paton, Iowa
Webb, Mary Evelyn Chicago
Wentz, Georgia Marion Lake City, Iowa
Wilkes, Caryl Chicago
Yokom, Dorothy Jane Dubuque, Iowa

Diploma in Speech

Hughart, Thyria
Spickler, Julia Marguerite
Tims, Delight
Yokom, Dorothy Jane

Academy

Alexander, Elizabeth Agnes Oak Park
Bassett, Constance Odebolt, Iowa
Best, Gertrude Milwaukee, Wis.
Bogk, Dorothy Milwaukee, Wis.
Britton, Ruth Eleanor Hannibal, Mo.
Brown, Louise St. Paul, Minn.
Buell, Elaine Clark Omaha, Neb.
Caddick, Ione Chicago
Dickerson, Lita Chicago
Eberts, Helen Louise Wyandotte, Mich.
Ellis, Madeline Cynthia Oak Park
Green, Katherine D. Chicago
Huntley, Audrey Reedsburg, Wis.
Joffee, Myra Chicago
Kreiter, Gwendolyn Marie Chicago
McCurrach, Janet Miller Evanston
Pasmore, Edwina Maxwell Chicago
Wild, Brenda Lancaster, Pa.

JUNIOR COLLEGE, 1930-31

SOPHOMORE CLASS

Alexander, Ruth Chicago
Burt, Mary Regina Emmetsburg, Iowa
Coleman, Mary E. Mount Carroll
Dresser, Mary Wheaton
Emerson, Harriet Rock Island
Fisher, Sarah Elizabeth Danville
Garrett, Esther Pearl Savanna
Geary, Wilma Eileen Marathon, Iowa
Gregson, Vivian Montezuma, Iowa
Herrick, Gladys May Dixon
Hoffmann, Lucile Allene Birmingham, Mich.
Kuhn, Margaret Belvidere, S. D.
Lowitz, Frances Chicago
McEwen, Mary Elizabeth Rolfe, Iowa
McKee, Mildred Chrisman
Moore, Thelma Mount Carroll
Morris, Lucia M. Dixon
Olson, Bertha Pauline Lovell, Wyo.
Overaker, Marion Springfield
Palmer, Mary Helena Montezuma, Iowa
Puzey, Jeannette R. Sidell
Reynolds, Grace Mount Carroll
Schreiner, Dorotha M. Chadwick
Shoemaker, Dorothy D. Mount Carroll
Smith, Lillian Mount Carroll
Streeter, Dorothy S. Chicago
Sword, Virginia E. Milledgeville
Telsrow, Helen E. Davenport, Iowa
Uhlenhopp, Marguerite Hampton, Iowa
Wilbern, Lucile Sterling

FRESHMAN CLASS

Alford, Josephine Galva
Anderson, Louise Corning, Iowa
Anderson, Lucy West Liberty, Iowa
Austin, Dorothy Chicago
Ballstadt, Gretchen Merrill, Wis.

Bell, Mary Danville
Brainerd, Mary Marquette, Mich.
Brauer, Bernice Hampton, Iowa
Britton, Ruth Hannibal, Mo.
Brown, Louise St. Paul, Minn.
Campbell, Diana Mount Carroll
Christensen, Inez Oakes, N. D.
Dimond, Virginia Chicago
Fenske, Louise Chicago
Frederick, Lois Savanna
Gordon, Isabel Hinsdale
Graham, Corinne West Chicago
Gray, Lucile Mount Carroll
Halstead, Marana Brookston, Ind.
Hoffmann, Doris Birmingham, Mich.
Johnson, Bernice Savanna
Johnson, Dorothy Savanna
Johnston, Louise Joliet
Ketcham, Winifred Chicago
Klewer, Donna Glencoe
Luscombe, June Blue Island
Manning, Marjorie Wheaton
McCurrach, Janet Evanston
McIntosh, Ruth Boone, Iowa
Mercer, Melva Corning, Iowa
Mershon, Mildred Mount Carroll
Neuschwanger, Arleen Mount Carroll
Papageorge, Helen Elgin
Paul, Dorothy Janesville
Peterson, Lorraine Chicago
Petty, Erma Mount Carroll
Phillips, Questa Mount Carroll
Porter, Elinor Blue Island
Randall, Esther Kenosha, Wis.
Richardson, Ruth Chicago
Ritenour, Dorothy Mount Carroll
Robbe, Marcella Mount Carroll
Ryan, Marion Elk Point, S. D.
Schaeffer, Lucy Kenosha, Wis.
Schmaling, Esther Mount Carroll
Sherman, Marjorie Oak Park

Sincox, Marjorie Warren
Stanley, Jane Milwaukee, Wis.
Steinhauser, Esther Harlowton, Mont.
Stingley, Maurine Center Junction, Iowa
Swanson, Anne Chesterton, Ind.
Sword, Mary Milledgeville
Turnbaugh, Emily Mount Carroll
Turnbaugh, Mary Mount Carroll
Van Buskirk, Erma Villa Park
Wallace, Elaine Oak Park
Waters, Elizabeth Harlowton, Mont.
Weissert, Alice Plymouth, Ind.
Williams, Dorothy Savanna
Wilson, June Rockford
Woerfel, Jessie Sturgeon Bay, Wis.
Young, Helen Sioux Falls, S. D.

ACADEMY

SENIOR CLASS

Allen, Margaret Sandusky Covington, Ind.
Ashdown, Marguerite Flossmoor
Brown, Irene Wilcox Spring Valley
Burlingame, Juliann Dowagiac, Mich.
Heister, Dorothy Peru
Hollebosch, Lillian Elaine Rock Island
Iddings, Janet Crown Point, Ind.
Kruse, Marie M. Chicago
Meyer, Dorothea Chicago
Napier, Charlotte Chicago
Peacock, Madeline Evanston
Rabinoff, Elaine E. Chicago
Ream, Marian Louise De Pue
St. Sure, Frances Madison
Shaw, Ella Dixon
Shon, Selma Chicago
Strauch, Mary Kathryn Mount Carroll
Swazey, Mary Elizabeth Highland Park
Taylor, Jeanne St. Paul, Minn.
Williams, Naomi Caryl Shelbyville, Ind.

THE QUAD

JUNIOR CLASS

Avery, Ann	Chillicothe
Basiger, Barnetta	Chicago
Chamberlin, Frances	Chicago
Dittman, Marjorie	Freeport
Downer, June	Muscatine, Iowa
Hawley, Geraldine	Flossmoor
Hull, Elizabeth	Chicago
Igler, Irma	Chicago
Jensen, Eleanor	Chicago
Kaplan, Mildred	Bemidji, Minn.
Kleefisch, Barbara	Oak Park
Kruse, Ruth	Chicago
Meyer, Fredericka	Chicago
Olson, Esther	Humblodt, Iowa
Pratt, Jeanne	Menasha, Wis.
Rossman, Ruth	La Grange
Salmon, Adeline	Beloit, Wis.
Slight, Miriam	Newton, Iowa
Wade, Rachel K.	Fort Wayne, Ind.
Worthington, Jane	Geneva
Yeomans, Gertrude	St. Joseph, Mich.

SOPHOMORE CLASS

Brown, Beverly	Chicago
Cochran, Elizabeth	Madison, Wis.
Cooper, Mildred	Boone, Iowa
Dilkes, Carrie Mae	Wilmette
Edwards, Elizabeth	Howe, Ind.
Farquhar, Jane	Chicago
Goldberg, Isabel	Beloit, Wis.
Greene, Hester	Marshall, Mich.
Harrison, Dorothy	Highland Park
Hicks, Geraldine	Battle Creek, Mich.
Le Pelley, Priscilla	Highland Park
Levine, Lois	Evanston
Lonquest, Grace	La Grange
Mooney, Margaret	Rock Falls
Salmon, Marion	Beloit, Wis.
Schumacher, Yvonne	Mount Carroll

Seefeldt, Eleanor Chicago
Slayton, Novella Battle Creek, Mich.
Sleight, Helen Battle Creek, Mich.
Summerville, Frances Harvey

FRESHMAN CLASS

Buchholz, Felicite Chicago
Cervin, Ruth Rock Island
Coleman, Mary Chicago
Davidson, Dorothy Chicago
Goldberg, Dorine Chicago
Greenberger, Matile Milwaukee, Wis.
Kaplan, Elizabeth Bemidji, Minn.
Kress, Priscilla Chicago
Lewis, Marjorie St. Paul, Minn.
Marquardt, Edith Wilmette
Rolfe, Jeanne Chicago
Seeger, Ruth Evanston
Stinemates, Lois Kirkwood
Tuttle, Dorothea Red Oak, Iowa
Wade, Mary Louise Fort Wayne, Ind.

SPECIAL STUDENTS

Allanson, Mary Mount Carroll
Christian, Herbert Mount Carroll
Edwards, Winston Lanark
Hawbecker, Olive Lanark
Hostetter, Marelene Mount Carroll
Lotz, Ione Lanark
Miles, Suzanne Mount Carroll
Miles, Theodore Mount Carroll
Petty, Suzetta Mount Carroll
Sack, Velma Mount Carroll
Stadel, Mildred Mount Carroll
Stakemiller, Catherine Mount Carroll
Wolfe, David Lanark

SUMMARY

Junior College

Sophomores	30
Freshmen	62

Academy

Seniors	20
Juniors	21
Sophomores	20
Freshmen	15
Special Students	13
TOTAL	181

RESIDENCE SUMMARY

Illinois	120
Iowa	18
Wisconsin	13
Michigan	9
Indiana	8
Minnesota	5
South Dakota	3
Montana	2
Missouri	1
North Dakota	1
Wyoming	1
TOTAL	181

FRANCES SHIMER ALUMNAE ASSOCIATION

OFFICERS 1930-31

President.....Harriet Nase Connell
Vice-President.....Nellie Shirk Rinewalt
Secretary-Treasurer.....A. Beth Hostetter

EXECUTIVE COMMITTEE

Ione Bickelhaupt Frank — Katherine Rosenstock Wiler
Dorothy Metz — Laura Coleman
Esther Merchant

DICKERSON ART GALLERY

ART COMMISSION MEMBERS, 1930-31

J. Spencer Dickerson — Harriet N. Connell
President F. C. Wilcox — A. Beth Hostetter
Ileen B. Campbell — Marguerite Ashdown
Janet McCurrach

CALENDAR OF EVENTS, 1930-31

Sept. 13 Reception to Faculty and Students.

Sept. 14 Vespers: President Wilcox.

Sept. 20 Picnics, sponsored by the Y. W. C. A.

Sept. 21 Vespers: President Wilcox, *Adventure*.

Sept. 27 Entertainment, sponsored by the Athletic Association.

Sept. 28 Vespers: President Wilcox, *Values*.

Oct. 5 Vespers: Margaret Allen, President Y. W. C. A.

Oct. 10 Artist Recital, Alberto Salvi, Harpist.

Oct. 11 Dance, sponsored by the Green Curtain Dramatic Club.

Oct. 12 Professor Bertrand G. Nelson, the University of Chicago, Reading, *The Servant in the House*.

Oct. 19 Vespers: Miss Frances E. Emerson, *Riley's Poems*.

Oct. 25 Hallowe'en Dance, sponsored by Academy junior class.

Oct. 26 Vespers: Miss Evelyn Wood, Executive secretary of the Central Council for Nursing Education of Chicago, *The Profession of Nursing*.

Nov. 2 Vespers, sponsored by Y. W. C. A.

Nov. 9 Vespers: President Wilcox, *Exceeding Our Contemporary Conscience*.

Nov. 16 Dr. M. A. Southwick, the University of Chicago, *Women in Medicine*.

Nov. 18 Dramatic Club: *Hay Fever*.

Nov. 26 Artist Recital: L'Opera Comique, *Tales of Hoffmann*.

Nov. 27 Thanksgiving Day.
Annual Hockey Game between College and Academy.
Formal Prom, sponsored by college freshmen.

Nov. 29 Thanksgiving Spreads.

Dec. 6 Recital, Department of Music.

Dec. 7 President Wilcox: *Dr. Sun Yat Sen, Father of Revolutions*.

Dec. 14 Chantilly Nativity Play, Department of Speech.

Jan. 11 Reverend Ernest Victor Kennan, Grace Episcopal Church, Freeport, Illinois.

Jan. 18 Mrs. Marjorie Thompson Bragg, Abraham Lincoln Social Center of Chicago.

Jan. 25 Vespers: Informal discussion. Leader, Dorothy Streeter.

Jan. 31 Faculty night.

Feb. 1 Vespers: Leader, Miss Ethel H. Baker.

Feb. 8 President Wilcox: *Mahatma Gandhi, the Soul of India.*

Feb. 17 Artist Recital, Ralph Leopold, Pianist.

Feb. 21 Washington's Birthday. Half holiday.
Formal Prom, sponsored by Academy senior class.

Feb. 22 Vespers: Miss Beth Hostetter, Dean of Women, *Frances Wood Shimer.*

Feb. 28 Dramatic Club: *Alice in Wonderland.*

Mar. 1 Reverend Raymond Bragg, Secretary Western District of the Unitarian Church.

Mar. 3 to 5 Dr. Allyn K. Foster, *Problems of Young People.*

Mar. 8 President Wilcox: *Toyohiko Kagawa, Social Revolutionary.*

Mar. 10 Dr. A. E. Bestor, President National Chautauqua Association, *Leisure, the Modern Problem.*

Mar. 14 Basket-ball Tournament.

Mar. 15 Vespers: Miss Mary O. Pollard, *The Pi Beta Phi Settlement School, Gatlinburg, Tennessee.*

Mar. 21 Basket-ball Banquet.
Recital, Department of Music.

Mar. 22 Easter Pantomime, *The Life of Christ,* The Speech Department.

April 8 Kable Brothers 129th Infantry Band, Mount Morris, Illinois, *Concert.*

April 12 Mary F. Lyon, Vocational Guidance Bureau, Chicago Public Schools.

April 18 Prom, sponsored by college sophomores.

April 19 Dr. Shailer Mathews, *The Church as an Advocate of Peace.*

April 25 Swimming Meet.

April 26 Miss M. Catherin Lyons, The Chicago Normal School of Physical Education, *Opportunities in Physical Education.*

May 3 Recital, Glee Club and Chorus.

May 9 Informal dance, sponsored by Academy freshmen and sophomores.

May 10 Mrs. Frances Ford, The Chicago Daily News, *Opportunities in Journalism.*

May 11 Founders Day. Annual School Picnic.

May 16 Dramatic Club: One-act plays.

May 17 Mrs. Duncan Mackay: Readings, Original Poetry.

May 23 Annual May Fete.
Dinner and Dance for invited guests.

May 24 Mr. Carlos Smith, *Education in the Philippines.*

May 30 Class Picnics.

May 31 Speech Department: Modern Poetry Recital.

June 6 Class Day.
Class Banquets.
College Dance.

June 7 Baccalaureate Service.
President's Reception and Tea.
Vesper Service, Reverend R. H. Seitner.
Class Sing.

June 8 Reception and Exhibit—
Department of Art.
Department of Home Economics.
School and Reunion Picnic.
Recital, Students of Department of Music.

June 9 Seventy-eighth Commencement—
Address: Dean Frederic Woodward, The University of Chicago.